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A Comparative Study of Stressors Among Undergraduate Students at Grand Valley State University

Lennox Forrest
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Andrews University

School of Education

A COMPARATIVE STUDY OF STRESSORS AMONG UNDERGRADUATE STUDENTS AT GRAND VALLEY STATE UNIVERSITY

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Lennox Forrest

May 1997

Volume 1

A COMPARATIVE STUDY OF STRESSORS AMONG UNDERGRADUATE STUDENTS AT GRAND VALLEY STATE UNIVERSITY

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ABSTRACT

A COMPARATIVE STUDY OF STRESSORS AMONG UNDERGRADUATE STUDENTS AT GRAND VALLEY STATE UNIVERSITY

by

Lennox Forrest

Chair: Elsie Jackson

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: A COMPARATIVE STUDY OF STRESSORS AMONG UNDERGRADUATE STUDENTS AT GRAND VALLEY STATE UNIVERSITY

Name of researcher: Lennox Forrest

Name and degree of faculty chair: Elsie P. Jackson, Ph.D.

Date completed: March 1997

Problem

Past research provides limited information on stress among college students. A significant number of undergraduate students find their college experience very stressful. This present study was to investigate the frequency and severity of stressors among undergraduate students according to class, gender, race, major, living status, student status, work status, and religion.

Method

The subjects for this study were 420 undergraduate students attending Grand Valley State University. A brief demographic questionnaire was utilized, followed by the

Undergraduate Stress Questionnaire (USQ). Chi-square, one-way ANOVA, and t-test analyses were used to analyze the relationship of class, gender, race, major, living status, student status, work status, and religion of the 83 potential sources of stress.

Results

The present study showed that freshman students reported significantly more frequent and severe occurrence of stress than sophomore, junior, and senior students. The males in this study reported significantly more frequent occurrence of stress, whereas females expressed greater severity of stressors. African American students experienced significantly greater frequency and severity of stressors than did Anglo American and "Other" students. It was found that students who live off campus reported more frequent and severe stressors than students who live on campus.

Conclusions

Major differences in frequency and severity of stress do exist among class, gender, race, and living status. However, there were minor differences in frequency and severity of stress for students among declared major, student status, work status, and religion. According to this study, freshman students experience greater frequency and severity of stress than the other class groups, which may be due to adjustment issues. Unlike previous studies, the males in this study reported more frequent stress; however, females experienced greater severity of stress. The greater frequency and severity of stressors experienced by African American students, compared to Anglo American and "Other" students in this study, may be due to social, cultural, and environmental factors. More empirical research, however, is needed to clarify the relationship between stress and

ethnicity. Students who live off campus reported greater frequency and severity of stress, which may be attributable to commuting concerns.

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CHAPTER 1

INTRODUCTION

The serious and debilitating effects of excessive stress, initially identified some 20 years ago (Pelletier, 1977, 1979; Selye, 1974, 1976), are now widely recognized. College counselors, administrators, and student development educators have focused considerable attention on college student stress and on the general increase in the severity of psychological problems on campuses (Stone & Archer, 1990).

Increased attention has been paid to the role of stress in students' adjustment to the academic environment. The college years are a time of great change in a young adult's life. Students move away from home and support systems, and they face not only social challenges in developing new peer networks, but also intellectual challenges from the rigorous academic curriculum and university environment. It seems likely that these changes would be accompanied by various forms of stress such as psychological, behavioral, and psychosomatic symptoms. Some researchers have suggested that the problems induced by such changes are responsible, at least in part, for student dropout rates as high as 50% during the undergraduate years (Whitman, Spendlove, & Clarke, 1984).

Contemporary investigations among college students indicate that students

are exposed to a number of serious stressors as a result of their college experience. Some of the major variables that contribute to student stress are: preparation for examinations, academic competition, parental non-support, off-campus employment, amount of course work, career decision making, peer relations, and others.

Stress management and educational programs have been employed with different degrees of success. Many stress management programs on college campuses have primarily developed a focal treatment strategy on study skills deficiency, relaxation techniques, personal growth or test anxiety (Decker & Russell, 1981). However, these treatments have not provided students with a model for learning how to observe, experience, and determine their own behavioral choice process that influences personal lifestyle and health care. Interventions that have helped students reduce their stress levels, improve their decision making strategies, and change personal behavior can be a useful adjunct to college retention programs.

Although stress can be viewed as either a positive or a negative experience, most people view stress as negative. Medical psychologist Andrew Baum, of the Uniformed Stress Services University of Health Sciences, states that some people define stress as "a perceived threat or demand which somehow exceeds one's capabilities to easily deal with it" ("Colleges Are Paying," 1993). However, there is a positive side to stress. A reasonable amount of stress may help one to think quicker, work faster, and adapt, but when stress exceeds one's capacity to adapt, confidence is diminished and it becomes difficult for the individual to cope (Yerkes & Dobson, 1908).

University health-care professionals recognize that student stress is a

complex problem with physical, behavioral, and psychological components. As a result, the treatment of stress in college students has become a major concern for college administrators.

Statement of the Problem

Past research provides limited information on stress among college students. Most studies that have documented the typical concerns of students (e.g., Heppner & Neal, 1983) have tended to focus on psychological symptoms such as depression, anxiety (Heppner & Neal, 1983) and on the relationship of stress to physical illness (Dohrenwend & Dohrenwend, 1978, Fleming, Baum, & Singer, 1984) rather than on specific stressors such as relationship problems, academic difficulties, and other variables.

A significant number of undergraduate students find their college experience very stressful (Swick, 1987). According to Dunkel-Schatter and Lobel (1990), high rates of stress are found in 70% to 90% of the student population. As a result of the stressful academic environment, student dropout rates reach as high as 50% during the undergraduate years (Whitman et al., 1984). More than 40% of all college entrants leave higher education without earning a degree. Seventy-five percent of these students drop out in the first 2 years of college. Generally, an institution can expect that 56% of a typical entering class cohort will not graduate from that college (Tinto, 1987). Tinto (1987) concludes that this is indicative of their inability to cope with the stressors of the academic environment. Consequently, there is a need to focus on the frequency and severity of specific stressors in the lives of college students as they occur in the

academic environment.

Although some studies have been conducted in relation to stress among students at different universities, no such study has been conducted at Grand Valley State University. As such, this study was designed to focus on the frequency and severity of specific stressors among a sample of undergraduate students at Grand Valley State University.

Purpose of the Study

The purpose of this study was twofold. First, the frequency of occurrence of specific stressors that undergraduate students experience was identified. Second, the study examined the severity of identified stressors among a sample of freshman, sophomore, junior, and senior undergraduate students at Grand Valley State University.

Importance of the Study

Research on students' stress in colleges may emerge as one of the most promising areas of investigation in higher education for the following reasons. First, students' stress may be the key for understanding a wide range of their behaviors during their college years (for example, attrition, course selection, and academic performance). Second, students' stress may also influence their future relationships to their college (for example, commitment to the college and potential contributions as alumni). Third, the phenomenon of students' stress may affect the general attractiveness of college for new students with potential ramifications for present and future enrollment. Therefore, students' stress can be an important aspect of college effectiveness that may have distinct

policy implications for institutions of higher learning.

This study explored stressors among undergraduate college students at Grand Valley State University by using the Undergraduate Stress Questionnaire. Currently, there is limited research pertaining to the specific stressors that undergraduate students experience. The results of this study will add to the general body of knowledge in this area.

This research may also benefit counseling psychologists, especially those who work in university counseling centers. It may aid them in developing programs, workshops, seminars, and services to assist students in handling their stressors more effectively. In addition, it may help to promote the development of preventive services, which could assist college administrators and student development educators in the area of student retention, which continues to be a major concern.

Setting of the Study

Grand Valley State University is a midwestern, public institution located in Allendale, Michigan, and is approximately 15 miles from downtown Grand Rapids, Michigan. The campus is beautifully situated on 897 acres of land. It is important to note that Grand Valley is situated where there is an extremely high population belonging mainly to the Christian Reformed Churches. Consequently, the institution is located in a Christian community and many of the students on campus view religion as being important in their lives.

Grand Valley prides itself on being a teaching institution dedicated to providing the highest level of quality instruction possible. Currently, the University

boasts a student population of approximately 14,000, of which 10,949 are undergraduates and 2,821 are graduate students. In addition to offering both undergraduate and graduate degrees for its students, the University contributes to the advancement of knowledge to social needs, and helps to enrich the cultural life of the citizens in the west Michigan region.

Grand Valley works hard to make life on campus exciting and enjoyable. Numerous programs and activities are constantly being planned and launched throughout the school year. All students are encouraged to participate in various clubs, on going activities and organizations, performing arts groups, recreational clubs, religious groups, social organizations, professional associations, and special-interest groups. Also, the campus has extended hours of recreation to encourage students to participate in health-promoting activities.

The student population at Grand Valley is predominantly Anglo American. However, a small culturally diverse student population is visible on the campus. Approximately 692 (4.9%) African American, 265 (1.9%) Hispanic American, 224 (1.6%) Asian American, and 98 (0.7%) Native American students attend classes on campus. The male enrollment at Grand Valley is 5,450 (40%), and females number 8,437, comprising 60% of the student body.

Research Questions

Specifically the following questions were investigated:

1. Are there any differences in the frequency of occurrence of various stressors among a sample group of freshmen, sophomores, juniors, and seniors at Grand

Valley State University as measured by the Undergraduate Stress Questionnaire?

2. Are there any differences in the frequency of occurrence of various stressors between males and females in the sample group of students at Grand Valley State University as measured by the Undergraduate Stress Questionnaire?

3. Are there any differences in the frequency of occurrence of various stressors among a sample group of Anglo Americans, African Americans, Asian Americans, Hispanic Americans, Native Americans, and Other ethnic groups at Grand Valley State University as measured by the Undergraduate Stress Questionnaire?

4. Are there any differences in the frequency of occurrence of various stressors between those students who have a declared major at Grand Valley State University and those who do not have a declared major as measured by the Undergraduate Stress Questionnaire?

5. Are there any differences in the frequency of occurrence of various stressors between those students who live on campus at Grand Valley State University and those who live off campus as measured by the Undergraduate Stress Questionnaire?

6. Are there any differences in the frequency of occurrence of various stressors between those students at Grand Valley State University who are full-time students and those who are part-time students as measured by the Undergraduate Stress Questionnaire?

7. Are there any differences in the frequency of occurrence of various stressors between those students who work while attending college at Grand Valley State University and those who do not work as measured by the Undergraduate Stress

Questionnaire?

8. Are there any differences in the frequency of occurrence of various stressors between those students at Grand Valley State University who have a religious orientation and those who do not have a religious orientation as measured by the Undergraduate Stress Questionnaire?

9. Are there any differences in the severity of various stressors among a sample group of freshmen, sophomores, juniors, and seniors at Grand Valley State University as measured by the Undergraduate Stress Questionnaire?

10. Are there any differences in the severity of various stressors between males and females in the sample group of students at Grand Valley State University as measured by the Undergraduate Stress Questionnaire?

11. Are there any differences in the severity of various stressors among a sample group of Anglo Americans, African Americans, Asian Americans, Hispanic Americans, Native Americans, and Other ethnic groups at Grand Valley State University as measured by the Undergraduate Stress Questionnaire?

12. Are there any differences in the severity of various stressors between those students who have a declared major at Grand Valley State University and those who do not have a declared major as measured by the Undergraduate Stress Questionnaire?

13. Are there any differences in the severity of various stressors between those students who live on campus at Grand Valley State University and those who live off campus as measured by the Undergraduate Stress Questionnaire?

14. Are there any differences in the severity of various stressors between those students at Grand Valley State University who are full-time students and those who are part-time students as measured by the Undergraduate Stress Questionnaire?

15. Are there any differences in the severity of various stressors between those students who work while attending college at Grand Valley State University and those who do not work as measured by the Undergraduate Stress Questionnaire?

16. Are there any differences in the severity of various stressors between those students at Grand Valley State University who have a religious orientation and those who do not have a religious orientation as measured by the Undergraduate Stress Questionnaire?

The hypotheses arising out of these research questions are stated in the null form in chapter 3.

Delimitations

The following delimitations were used in this study:

1. The sample was limited to 420 undergraduate students at Grand Valley State University.

2. From the university population, only a sample from the freshmen, sophomores, juniors, and seniors participated in the study.

Definition of Terms

The following terms are defined as used in this study:

Capstone courses: Classes that are reserved for students in their final year of studies.

Freshman: A first-year student who has never experienced college life before.

Junior: A student in his/her third year of college experience.

Life events: Situations and experiences that occur throughout one's life.

Mood: A temporary state of emotion or mind.

Negative Stress: Physical, mental, or emotional reaction that the individual finds difficult to handle.

Physical symptoms: A change in bodily sensation, function, or appearance that indicates a disorder.

Positive Stress: Physical, mental, or emotional reaction that provides the individual with some motivation.

Senior: A student in his/her fourth year of college experience.

Sophomore: A student in his/her second year of college experience.

Stress: Physical, mental, or emotional reaction resulting from the subject's response to environmental tensions, conflicts, pressures, and similar stimuli, which is the result of an imbalance between demands and the adaptive capacities of the mind and body.

Stressors: Events, problems, or pressures that potentially produce stress.

Organization of the Study

This dissertation is organized into five chapters.

Chapter 1 provides the introduction, statement of the problem, purpose of the study, importance of the study, setting of the study, research questions, the delimitations of the study, and definitions of the terms and concepts.

Chapter 2 contains a review of the literature on stressors among college students, stress and year in college, gender differences and stress among students, stress among minority students, stress and declared major, stress and cognitive impacts of living on campus versus commuting to college, stress and full-time versus part-time students, stress and the working college student, stress and religion among college students. The final section discusses the instruments used in the study of stress.

Chapter 3 describes the methodology and type of research, which includes the population and sample selection variables, research techniques, instruments, data collection, and statistical analyses.

Chapter 4 presents the analysis and interpretation of the data.

Chapter 5 gives a summary of the study, discusses the results and implications of the findings, and make recommendations for future research.

CHAPTER 2

REVIEW OF THE LITERATURE

Literature relevant to the study is reviewed in this chapter. First, stressors among college students are discussed, followed by stress and year in college, gender differences in stress among students, stress among minority students, stress and declared major, stress and cognitive impacts of living on campus versus commuting to college, stress and full-time versus part-time students, stress and the working college student, stress and religion among college students, and then the final section discusses the instruments used in the study of stress.

Stressors Among College Students

Undergraduate students are a special population for research because of their ready availability, especially in the areas of personality and behavioral studies, and their willingness to respond to questionnaires and surveys (Craik, 1986; Endler & Parker, 1990). They also tend to be very expressive with their feelings about life events, and they are a useful group with which to study problems related to prevention and relapse such as smoking (e.g., Evans, Smith, & Raines, 1984; Schachter et al., 1977) or dieting and eating disorders (e.g., Crandall, 1988; Crandall & Lehman, 1991; Herman & Polivy, 1975) and stress.

A review of the current literature supports the concept that students are exposed to various stressors such as exam preparation, test taking, career indecision, and other problems (Greenberg, 1981; Marx, Garrity, & Bowers, 1975; Ramsey, 1986; Whitman et al., 1984). Whitman et al. (1984) have asserted that educational programs in which many students find themselves can produce increasing levels of stress that may stem from what students perceive as excessive demands, too little or inappropriate feedback from teachers, feelings of not belonging in the academic environment, and lack of personal relationships with teachers.

After conducting a thorough review of the literature, Stone and Archer (1990) concluded that there is "evidence from many quarters that the level of stress among college "students . . . increased" during the 1980's, and there is good reason to believe this increase will continue into the 1990's. They also found that the main academic stressors for students are exams, competition for grades, and the overwhelming demands on their time.

According to Roberts and White (1989), the most important stressors for college students are career and future goals, studying, tests and finals, finances, and procrastination. On the other hand, the most important personal stressors are living conditions, appearance, lack of free time, roommate conflicts, meeting others, parents, and intimacy.

Anderson and Cole (1989), from East Tennessee State University, randomly selected 360 university students to participate in a stress-factor research study. The sample included 163 males and 197 females. A questionnaire composed of 25 closed-ended questions was administered to each student, and the chi-square test was

TABLE 1

THE SELECTION OF THE MOST STRESSFUL EVENT BY ALL 360 STUDENTS

Stressful Event	Percentage Selecting
Final Exam	50.0
Start of Semester	15.0
Mid-Term Exam	13.6
Beginning of Holidays	6.5
Beginning of Winter	5.9
Other_____	9.0

used to test for differences. The most stressful event as reported by the students was the final examination. Table 1 shows the top five stressful events reported by all the students.

Anderson and Cole (1989) reported that students experiencing a personal relationship disruption were less likely to select the final examination as the most stressful event. Due to the possibility of expulsions or academic probation for poor performance, it was found that stress level rose during the mid-term and finals week. Also, students placed more importance on their major courses and therefore were more concerned about the outcome. From the study, almost 70% of all the students surveyed reported burnout during some period of the semester. The variables that had the greatest impact on the students' stress levels were: number of class days missed due to sickness, the experiencing of a relationship disruption, and taking at least half the coursework in

the student's declared major.

Stress and Year in College

Research is inconclusive as to which year in college is the most stressful. Some researchers believe that freshmen experience greater stress, whereas others believe that seniors face tremendous stressors as a result of their final year in college. For example, some existing literature suggests that freshmen students are more likely to experience stress than more advanced students (Baker & Nidorf, 1964; Mechanic & Greenley, 1976). Rawson, Bloomer, and Kendall (1994) carried out a survey to examine stress, anxiety, depression, and physical illness in college students. They predicted that stress, anxiety, depression, and illness vary by both year in school (freshman, sophomore, junior, senior) and gender. Their findings indicated that both stress and anxiety differed across year in school.

Freshmen entering college can experience a reaction similar to shock as they attempt to respond to the multiplicity of responsibilities facing them, such as organizing their time, handling new social interactions, dealing with changes in their relationships with more ease, and adapting to life on a new campus with large numbers of students (Waltz & Benjamin, 1987).

The extremely high attrition rates during the freshman year underscore the difficulties students face in making the adjustment to college life (Kalsner, 1991). The Grand Rapids Press, ("Colleges Are Paying,"1993) reported that colleges are paying more attention to freshmen woes. Many universities are introducing semester-long courses as well as seminars to assist students in coping with the transition in college. "At universities across the nation there are elaborate campaigns to keep students happy,

improve their social skills and prevent them from quitting and transferring" (p. 11). According to the article, about one third of college freshmen nationally do not return for their sophomore year.

A study conducted by Hirsch and Keniston (1970) estimates that 50% of entering freshmen do not finish college 4 years later. Many students drop out before the end of their first year because they are unable to deal with the stressors that they face while making the transition as freshmen. Studies of college dropouts associate leaving college with the aversive side of the "fight or flight" formula; that is, students feeling a mismatch between themselves and their college wish to distance themselves from the source of stress, which is the college environment (Falk, 1975; Hirsch & Keniston, 1970; Katz, 1969).

For many freshmen, the transition to college is a time of personal upheaval as well as a time to develop independence and other social skills (Robbins, Lese, & Hernick, 1993). The adolescent may be moving away from home for the first time as well as facing decisions and challenges never previously met. Many freshmen experience adjustment problems such as academic difficulty and career indecision (Beard, Elmore, & Lange, 1982). Many students also report family concerns and interpersonal difficulties in dormitories or other social contexts (Archer & Lamnin, 1986). For such freshmen, these stressors may correspond with a variety of psychosocial and physical symptoms (Lustman, Sowa, & O'Hara, 1984).

Apart from the social adjustments that freshmen experience, they also have to cope with academic adjustment. A study by Robbins et al. (1993) stated that the more goal-directed the students, the less stressors they face. They also stated that the

time of entry to college can be tumultuous and upsetting, with the impressions formed at this time setting expectations for later college life. At times of stress, low goal-directed individuals benefit from having stable relationships to discuss their problems and concerns. Goal instability may influence the individual's ability to recognize or utilize social support (Riley & Eckenrode, 1986).

Rawson et al. (1994) found significant differences in reported stress and anxiety by year in school. The results of their study indicated that within the college population, the sophomores had a higher mean level of anxiety than both freshmen and juniors, and a higher mean level of stress than juniors. The explanation given for the result of this study is that, within a college social system, sophomores no longer have the strong social support networks provided to freshmen (through special programs, advising, and attentive dormitory counselors), and they have not yet developed the coping mechanisms used by older students to deal with college stress (Allen & Hiebert, 1991). Therefore, just when their college tasks are becoming more demanding, sophomores have fewer resources for managing stress and anxiety.

The stress that juniors experience is relatively minimal if they have found a sense of direction, selected a college major, and feel a sense of involvement in the institution. Juniors who have not accomplished the above tend to experience considerable stress since most of their fellow students are relatively well adjusted by that point. It is hard to say if stress comes from not having a direction or from problems that were already there, such as depression, anxiety, etc. (D. Pace, personal communication, March 13, 1996).

The other group of juniors who experience elevated levels of stress are

students who transfer to a university from a community college. Often their stress has to do with the more rigorous academic demands placed on them. Community colleges tend to be somewhat easier academically, and thus these students feel suddenly challenged and pressured to perform well (D. Pace, personal communication, March 13, 1996).

Seniors also experience considerable stress. Mechanic and Greenley (1976) state that senior students experience more stress than freshman students. The types of stressors that seniors experience differ considerably from freshmen, sophomores, and juniors. There are two primary reasons for this: (1) a sense of "letting go" and sadness about this part of their lives being over and leaving friends, and (2) fear of the unknown. It is quite stressful for most students to be faced with having to fully support themselves financially for the first time in their lives, having to work in a regular job or career, and having to finally become an adult (D. Pace, personal communication, March 13, 1996).

Gender Differences and Stress Among College Students

Many studies have been conducted to examine gender and differences of stress levels among college students. More female students seek counseling at the campus counseling center than do male students, which may suggest that female students experience more stress (Frazier & Schauben, 1994). A substantial amount of evidence clearly suggests that women appraise their achievements more negatively then men (Eccles & Hoffman, 1984). Abouserie (1994) concluded that gender differences revealed that female students score significantly higher than their male counterparts on both

academic and life stress. The higher scores indicated that females experience greater stress than males.

A study conducted by Hamilton and Fagot (1988) concluded that men and women report the same stressors, such as difficulties with school, personal relationships, and personal appearance. In addition, males did not perceive conflict with peers as stressful as their female counterparts.

Tanck and Robbins (1979) examined the coping responses of college students to academic stress and pressures. Their research indicated that men and women dealt with stress in different ways. Men were more likely than women to seek sexual gratification and use marijuana, whereas females tended to ruminate, eat constantly, and become emotionally dysfunctional or irritable. Both sexes, however, would also cope by analyzing the source of stress, taking direct action, and seeking companionship.

Stone and Neale (1984) found that males were more likely to take direct action, such as exercising, to deal with stress than were females, who were more likely to use distraction, relaxation, religion, and other coping strategies. Axelrod and Reisine (1984) found that the women in their sample stopped eating during periods of stress.

Spillman (1990) administered a survey among 500 students (250 men and 250 women), ranging from 18-22 years, who were attending a large midwestern university full time. Students were asked to report (1) whether stress was important, (2) what the stressful situations were, and (3) what methods were used to alleviate stress. Of the men surveyed, 105 (42%) stated that stress was significant in their lives. The stress indicators recorded most often by men were: agitation and loss of concentration. Two

hundred and eight women (83%) also felt that stress was significant and the most often-mentioned indicators of stress were: loss of concentration, agitation, and a desire to be alone. Among the two groups, the most significant common reason given for feeling stressed-out in college was academic work, such as written or oral examinations, and/or papers needing to be written. Expectations to do well and a desire for high achievement led both male and female students to feel overwhelmingly pressured. The relationship with family/parents was the lowest stressor for men, and also ranked low for women.

From the above-mentioned study, it was also noted that the two most-used behaviors men and women engaged in to combat stress were exercise and eating. The most commonly consumed food for the men during times of stress was pizza, followed by soft drinks, both diet and regular. Milk, ice cream, candy, pasta, fruits, and popcorn were also mentioned. Women, on the other hand, consumed soft drinks and candy (especially chocolate) more often and in greater quantities when under stress. For women, talking on the phone and crying were the next most-used coping strategies to relieve stress (Spillman, 1990).

Campbell, Svenson, and Jarvis (1992) from the University of Alberta conducted a study with a sample of 457 undergraduate students (177 men and 280 women) regarding perceived levels of stress. The results indicated that women were more likely than men to report their lives as stressful. To reduce stress, women were more likely to indicate a need to limit commitments, to exercise, and to worry less. Students were classified as young if under 22 years and mature if 22 years or older. Mature men reported experiencing less stressful lives than younger men. Mature women

reported the highest stress levels. Women, more than men, reported that they felt a need to reduce stress in their lives. Many of the students reported that they knew how to reduce stress to reasonable levels, but found themselves blocked in doing so.

Sex-role research has indicated that, despite their greater longevity, women report far more physical illness and stress than men do (Davidson-Katz, 1991). Cahir and Morris (1991) suggest this is because females experience more stress than their male counterparts. Davidson-Katz (1991) states that gender differences are the result of the socialization of males, which teaches them that sickness is an admission of weakness, and thus unmasculine. The different ways men and women respond to stress may reflect cultural sex-role conditioning, where women are allowed to express emotions more freely than men. In other words, male and female students may experience similar amounts of stress, but the females may be more expressive with their stress.

Stress Among Minority Students

Existing research on stress among minority students appears to indicate that they experience more stress on predominately White campuses than do their White counterparts. A study of minority college students indicates that these students find it particularly difficult to locate and become a member of a supportive community in predominantly White Anglo colleges. Minority students are more likely to experience stress, feelings of isolation, and marginality (Loo & Rolison, 1986).

In a nationwide study by Allen (1988), 45% of minority students felt themselves to be either "very little" or "not at all" part of their university's general campus life. Many of these students reported problems of social adjustments, cultural

alienation, racial discrimination, and strained interpersonal relations, as well as awkward relationships with the largely White faculty.

Minority students, especially African Americans, Hispanics, and Native Americans, drop out of college in greater numbers than Whites or Asians. In one study, within 6 years following college entry, 63.3 % of Blacks and 54 % of Hispanics dropped out of college in contrast to 41% of Whites (Porter, 1990). A popular contention is that departure among these students is simply a reflection of their greater academic difficulties; however, stress appears to play an underlying role in their drop-out rates (Porter, 1990).

Since Blacks and Hispanics tend to be concentrated in the lower socioeconomic status, their college completion rates reflect their lower economic status. To illustrate, the drop out rates for White students of low socioeconomic status in public colleges is similar to that of African Americans; 52% and 58% respectively. Students from minority or low socioeconomic backgrounds are more likely to have attended public rather than private high schools. Public schools in lower class neighborhoods are generally of lower quality. It follows then that low SES students will be less prepared for college than those students who emerge from private schools or public schools located in high SES districts (Higher Education Extension Service, 1991).

Since research supports that poor performance leads to stress, there is a high probability that students from low SES, especially Blacks and Hispanics, may have higher levels of stress than White students. Roberts and White (1989) stated that twice as many Black as White students reported "other" problems such as diabetes, blood pressure

problems, heart problems, swelling ankles, and eye problems, several of which are recognized as more common in the Black population. When students do not experience good health, they become more stressed, and academic performance drops, making it easier for them to become dropouts.

Stress and Declared Major

The inability of college students to make good educational and career decisions have long been of concern to counseling psychologists, both practitioners and researchers. Research has suggested that students who are undecided about their careers exist in significant numbers (Gordon, 1984; Titley & Titley, 1980), and appear to be attrition-prone and differ markedly from career-decided students (Astin, 1975; Elton & Rose, 1970; Foote, 1980).

In contrast to career-decided students, undecided students appear to be less satisfied with college (Hecklinger, 1972; Lunneborg, 1976), acknowledge more career problem-solving deficits, believe in more myths about career decision making, perceive more career obstacles (Larson, Heppner, Ham, & Dugan, 1988), and experience increased anxiety, depression, and feelings of inadequacy and discouragement (Barrett & Tinsley, 1977; Hornak & Gillingham, 1980; Larson et al., 1988; O'Hare & Tamburri, 1986).

Declaring a major early in the college experience brings a degree of focus, stability, and decreased anxiety to students (Titley & Titley, 1980). Vocational guidance counselors, college advisors, and career counselors have long observed that persons may

be undecided about their major, vocational, or career choices for various reasons. Some may be undecided because they can see themselves in many different occupational roles, whereas others are unable to see themselves in any specific occupation (Shimizu, Vondracek, Schulenberg, & Hostetler, 1988).

Current research has indicated that the following variables are associated with career indecisiveness: higher anxiety, poor sense of identity, external locus of control, perceived problem-solving deficits, emotional or financial dependence, goal instability, manipulative behavior, and low self-esteem (Hartman, Fuqua, & Blum, 1985; Larson et al., 1988; Robbins, 1987; Salomone, 1982; Zingaro, 1983).

Some students remain undecided about a major due to various reasons such as limited hope of attaining their first career choice, and yet others may simply have trouble deciding anything at all. Being unprepared to make career decisions is yet another reason for indecisiveness among college students (Schulenberg & Shimizu, 1990). Career counselors, therefore, need to use their clinical intuition to determine the nature of the indecision before they can assist each student who is experiencing career-decision uncertainty.

Although there is limited research on the prevalence and determinants concerning students' decision to change majors, many students do change majors during their undergraduate years. Krupka and Vener (1978) reported 6,395 changes of majors among the freshman/sophomore population of 14,000 undergraduates at Michigan State University. They also estimated that of the 75% to 80% of entering freshmen at Michigan State declaring a specific major on entry, three-fourths will change majors

before graduating.

Titley and Titley (1980) conducted a study of college-bound students attending a comprehensive orientation program. Behavioral and subjective report measures indicated that some form of undecidedness, tentativeness, or uncertainty about choice of major existed in at least three out of four college freshmen. A 2- year follow-up by Titley and Titley (1980) indicated a relationship between uncertainty about major choice and attrition.

Although the rate of changing majors may vary across colleges and universities, it is a highly prevalent behavior among college students. It is also a phenomenon largely ignored when the subject of occupational choice, career development, and retention are considered in the literature. The high incidence of college undergraduates who change majors is, however, congruent with and predictable from the notions of several vocational theorists who either state directly or imply that career choice, of which major choice is perhaps a reflection, is an ongoing developmental process (Ginzberg, 1972; Ivey & Morrill, 1968; Super, 1957; Tiedeman, 1967; Tiedeman & O'Hara, 1963).

What variables cause students to declare majors that they eventually change? Krupka and Vener (1978) state some possible factors may include: (1) the current wave of vocationalism permeating higher education which is a factor pushing some students toward early and sometimes unwise or capricious major choices, including choices based solely on the syndrome of "where are the jobs"; (2) budgetary structures that often force departments to compete for students and student numbers become more

important than student needs; (3) disseminated information (e.g., college catalogs) that inherently implies that from among the many curricular offerings one ought to be able to make a choice; and (4) parental expectations.

The tenuousness of initial major choice is an empirical fact consistent with normal personal and career development. A statement by Berger (1967) seems most appropriate: "Students should be encouraged to consider early decision as tentative, a choice to be tested, confirmed, or disconfirmed" (p. 52).

Colby et al. (1995) conducted a study to identify the relationships between career-indecision substyles and ego-identity development. The purpose of the study was to extend previous research by exploring the relationship between four subgroups of career- undecided students and the first five stages of Erickson's psychosocial model of ego identity development. The four groups were classified as: (1) the Ready to Decide group; described as having low anxiety, high self-esteem, and a good vocational identity; (2) the Developmentally Undecided group; characterized as emotionally stable, yet not having a clear picture of themselves or the world of work; these people report a strong need for information, high self-esteem, and low to moderate anxiety; (3) the Choice Anxious group, characterized by reports of high choice anxiety, little need for career information, and low vocational identity; and (4) the Chronically Indecisive group, characterized by reports of low vocational identity, a high need for career and self-information, low goal directedness, and low self-esteem (Callanan & Greenhaus, 1992; Chartrand et al., 1994; Fuqua, Newman, & Seaworth, 1988; Larson et al., 1988; Lucas & Epperson, 1988,1990).

The results from the profile analyses suggest that there are important developmental differences in ego-identity development for those experiencing different types of career decision-making difficulties. The Ready to Decide group, who reported the fewest career-decision difficulties, had the most successful resolution across all identity stages, and the Chronically Indecisive group, who reported the most career-decision difficulties, seems to center around a need for career information. The Ready to Decide group had relatively more successful resolution across all psychological stages than did the Choice Anxious group, who reported decision difficulties largely centered around anxiety. The Developmentally Undecided group, whose decision difficulties seem to center around a need for career information, reported significantly more successful resolution across all psychological stages than did the Chronically Indecisive group. The Developmentally Undecided and the Choice Anxious groups differed significantly only on the initiative substage.

According to Erickson (1980), positive ego qualities are accumulative and facilitate psychosocial growth. It may be those deficiencies in positive ego qualities, which results from less successful resolution of the psychosocial stages, are also cumulative and may hinder the individual's ability to gain the positive ego qualities needed to successfully navigate subsequent career decision-making challenges.

Stress and Cognitive Impacts of Living on Campus Versus Commuting to College

A substantial body of research has addressed the educational influence of living on campus versus commuting to college. The clear weight of this body of inquiry

suggests that students living on campus are not only more involved in the various educational and social systems of the institution than their commuter counterparts, but they also make significantly greater gains during college on a range of outcomes and they appear to be less stressed. These outcomes include: aesthetic, cultural, and intellectual values, sociopolitical liberalism, secularism, self-esteem, autonomy, independence, and internal locus of control, persistence in college and degree attainment, and use of principled reasoning in judging moral issues (Anderson, 1981; Astin, 1972, 1973, 1975, 1977, 1982; Baird, 1969; Chickering & Kuper, 1971; Chickering, McDowell, & Campagna, 1969; Herndon, 1984; Matteson, 1974; Pace, 1984; Pascarella & Chapman, 1983; Pascarella & Terenzini, 1991; Rest & Deemer, 1986; Rich & Jolicoeur, 1978; Scott, 1975; Sullivan & Sullivan, 1980; Welty, 1976; Wilson, Anderson, & Flemming, 1987). Such differences in gain persist even when controls are made for gender, race, socioeconomic status, secondary-school achievement, academic ability, and pre-college levels of outcome in question.

Current research also suggests that factors previously underrated or overlooked when considering stress among college students may be important in the educational process. Chickering and Kuper (1971) analyzed a study on student living arrangements, and offered some interesting findings and speculations. They discovered that during their college years, students may live at home, in private housing off campus, or in dormitories. The question was asked: Do these varied living arrangements influence the personal development of college students, increase their levels of stress, and affect their educational outcomes? The response was "yes." In general, the parents of

resident students have higher incomes and a higher level of education. Resident students seemed to have achieved better grades in high school and higher scores on aptitude tests. Their degree aspirations are higher and their average age is lower. They enter college with broader interests in international affairs and with more general purposes that they plan to pursue in college. These factors make it easier for students to function in the educational environment and will obviously lessen their stress levels (Chickering & Kuper, 1971).

According to the study by Chickering and Kuper (1971), more than half the students lived in dormitories during their freshman year, whereas about one third lived with their parents. In a study conducted by Astin, women were somewhat more likely than men to live in a dormitory, and slightly less likely to live either with their parents or in private housing (Astin, 1973). Astin's research further stated that living in a dormitory seemed to stimulate responses generally associated with social life and interaction: dating, going to parties, smoking, drinking, listening to music, oversleeping, and missing classes. The one exception was gambling, an activity negatively affected by dormitory living. The only other behaviors that decreased in frequency as a result of dormitory living were attending church and Sunday school, and driving a car.

In Astin's study, commuter students participated in extracurricular activities much less frequently than resident students. Also, their range of activities was more limited, and commuters less frequently occupied positions of leadership. They were acquainted with a much smaller proportion of students within the academic environment. Intellectual exchange, challenge, and exploration of moral or religious

issues were much less frequently important aspects of their relationships with close friends. Relationships with best friends of the opposite sex were more formal; less time was spent in informal dating, whereas formal dates occurred more frequently.

In the Michigan area, the weather plays a significant role in the lives of students who are commuters. In the winter, students need to either ride the bus or drive their cars to campus. This can increase their levels of stress due to the fact that accidents often increase during adverse winter conditions. Commuters may have to drive fast in order to be on time for classes, and this increases the possibilities of accidents.

Students who commute may be married with dependents. Students who live on campus are most likely single, and are not confronted with these types of stressors. They are also close to their classes and do not have to drive or ride the bus. When off-campus students need to use the library to complete assignments during the winter time, they sometimes neglect completing their work or stay on campus to do it with much stress involved with the journey back home after the assignment is completed.

In brief, dormitory residents reported a wider range of competence than students living off campus with their parents. Due to the limited dormitory space at Grand Valley State University, most freshmen students live in the dormitories whereas the majority of students live in the community. Pascarella et al. (1993) state that students living on campus would demonstrate greater freshmen-year cognitive gains than similar students who lived off campus and commute to college. Therefore, stress levels may be higher for students living off campus than those who live in the dormitories.

Stress and Full-Time Versus Part-Time Students

The sparse research literature concerning stress and student status yields conflicting results. The bulk of what is known about stress and how it affects college students is based on traditional-age students enrolled full-time at residential institutions. Relatively few studies have focused on the "new majority" college students. New-majority students are made up of two groups: (1) those who are older than 25, live off campus, work more than 20 hours per week, have families, and attend college part-time, and (2) traditional-age students of color (Ehrlich, 1991).

The observations about stress and student status are primarily based on research with traditional-age full-time college students. Okun, Taub, and Witten (1986) state that there is a tendency for full-time students to experience less stress than part-time students, because they have more opportunities to interact with agents of socialization and other significant aspects of the institution's environment. New-majority students may perceive the institution's environment differently than full-time traditional-age students do. For example, a university environment that is experienced as supportive by a full-time student may be seen as inhospitable by a part-ti
me, commuter student who may be on campus only in the evenings, when offices supplying administrative services and developmental programs usually are closed.

Kramer, Matthews, and Endias (1987) conducted a study to discover whether students in a part-time M.S.W. program are under more stress than full-time students. The results of their study indicated that part-time students reported higher levels of perceived stress than the full-time students. Part-time students were highest on

the items "feel unappreciated as part of the social work program" and "emotional or physical hardship due to finances." The full-time student group was highest on "non-school financial responsibilities." Also, part-time students experienced more stress from program factors and external factors. Furthermore, part-time students evaluate certain stressors as creating more stress than do full-time students.

Another study conducted by Koeske and Koeske (1989) surveyed 142 M.S.W. students using a questionnaire containing measures of physical and psychological symptoms and social support. Students were grouped into three categories: full-time students with no job, full-time students with part-time jobs, and part-time students with full-time jobs. Full-time students with part-time jobs reported more symptoms of stress than full-time students with no jobs. The other two groups of students were roughly equal in levels of symptoms of stress reported. The group empirically shown to have the highest level of stress (full-time students with part-time jobs) experienced more demands and had somewhat fewer resources available to deal with them.

Within recent years, there has been an increase in the number of part-time students attending college. Munson (1984) suggested that research be carried out to determine if students enrolled in part-time programs are under more or less stress than full-time students. Researchers have difficulty coming to a consensus concerning stress and student status. Many believe that part-time students, who usually combine several roles, experience greater stress due to the multiple roles and social isolation, and often perform more poorly than full-time students (Cruthirds & Strong, 1984; Lusk & Miller, 1985).

Stress and the Working College Student

It is becoming increasingly clear that a substantial number of students entering American post-secondary education must work while attending college (Bean & Metzner, 1985; Pascarella & Terenzini, 1991). Indeed, national data from the Cooperative Institutional Research Program (Astin, 1993) indicate that 36% of all first-year students entering American colleges and universities in 1990 reported that they would have to get a job to help pay for college expenses. Over 20% of all entering first-year students said that the chances were very good that they would have to find employment outside their school (Dey, Astin, & Korn, 1991).

Given the substantial proportion of students who work while attending college, it is somewhat surprising that only a modest body of inquiry has assessed the impact of work on outcomes of college completion and stress. There is limited literature on the effects of work and the levels of stress in college students. Most of the existing research focused on the impact of work on student persistence and educational attainment. The evidence is reasonably consistent that employment off campus (typically measured in number of hours employed per week) has a negative influence on both year-to-year persistence in college and a completion of a bachelor's degree (e.g., Anderson, 1981; Astin, 1975, 1982; Ehrenberg & Sherman, 1987; Kohen, Nestel, & Karmas, 1978; Staman, 1980).

The negative influence of off-campus work on persistence and degree attainment may not be linear. Although part-time off-campus work (25 hours per week or less) shows some negative influence, the consequences appear to become substantially

more deleterious when off campus employment increases to full-time (35-40 hours per week or more) (Astin, 1975, as cited in Pascarella & Terenzini, 1991).

Astin (1993) found that holding a full-time job during college had a significant negative impact on students' grades because the time spent at work should be devoted to academic work or study, causing higher levels of stress. Thus, while trying to resolve their financial stress, students may accumulate more stress because they now have to be concerned with the possibility of becoming dropouts or struggling with low grades.

Ehrenberg and Sherman (1987) conducted research on student employment with reference to academic achievement and post-college enrollment. The results stated that freshmen who worked for long hours had higher drop-out probabilities for both 2-year and 4-year colleges. When sophomores increased their hours of work, it also led to higher drop-out probabilities for both 2-year and 4-year colleges as well as a lower grade point average than those who did not work. The same results were seen for the juniors and seniors when they worked 20 or more hours per week. Students who worked for more than 20 hours and who eventually completed their course of study usually took more than 4 years to graduate. From this group, a small percentage of them applied to graduate school. The decision not to pursue graduate studies could have been based on the struggles they experienced while working and attending college, and the high levels of stress they encountered in the process. These situations can be accompanied by a high level of stress for the working students regardless of year in college, race, or on- or off-campus living.

Stress and Religion Among College Students

Few studies have explicitly examined the association of religiousness and stress among college students. Debates over the role of religion in mental health have been difficult to resolve (Bergin, 1988; Ellis, 1980; Walls, 1980). Schafer and King (1990) wrote a survey report on a study on religiousness and stress among college students. From their findings, they concluded that students who did or did not express a current religious preference--and, if so, whether that preference was Protestant, Catholic, or any other religion--appear to have no significant relationship with frequency of great stress in the sample they studied. They also reported that religious students, as compared with non-religious students, may be less inclined to seek secular help practices such as alcohol abuse or drug abuse in dealing with stress in their college experience. Their final conclusion was that religiousness has no association with frequency of great stress (Schafer & King, 1990).

Antonovsky's theory of coherence (1979, 1987) states that the greater the belief that internal and external environments are predictable, that life has coherent meaning, and that things will turn out reasonably well, the less the stress. It might be reasonably assumed that religious adherence would foster such beliefs (Chapman, 1986, 1987; Pargament, 1986). In other words, religious faith and practice might be expected to foster the type of attributional perspective that would help buffer the harmful personal effects of adverse life circumstances (Spilka, Shaver, & Kirkpatrick, 1985).

Social-support theory provides a second basis for predicting that the greater the religiousness, the less the stress. Insofar as religious involvement results in

supportive social ties, religiousness might be expected to lessen stress (Wallston, Alagra, DeVellis, & DeVellis, 1983).

Bergin et al. (1988) conducted a study at Brigham Young University of students who manifested different religious lifestyles. The researchers investigated how different elements of religious lifestyles related to quality of mental health. The study also explored the possible consequences that might emerge when the individuals' strict morality was compromised, as well as possible antecedents of the choice to violate a moral standard.

The subjects for the study were primarily freshmen and sophomores from White middle-class families who came largely from urban areas. The sample consisted of 60 dormitory residents. Their average GPA was 3.51 out of 4.0. Their life history was taken in individual interviews as well as in group discussions with some of the researchers. The subjects were categorized according to their religious development. There were two ratings: (1) continuous, in which religion developed consistently and smoothly over the life span, and (2) discontinuous, in which religious involvement varied significantly between high and low over time. A recurring finding from the interview data was that nearly all the subjects in the continuous group displayed a remarkable adherence to parental and church values and norms. This was demonstrated by the subjects' (1) report that parents and church had the most persuasive influence on their lifestyle, (2) acceptance of parental and church teachings, (3) resistance to peer influences that oppose parental and church standards, (4) lifestyle of personal restraint of

impulses and family and church participation, and (5) stated desire to please parents and church figures.

There are a number of explanations for this: First, these students were relatively young and may not have individuated fully from their parents. Second, they may have thoughtfully and intentionally assimilated and integrated the values of their elders into their lifestyles. Third, conformity to parental and church norms is highly valued and reinforced. Fourth, since their religious affiliation places them in a cultural subgroup, and in some settings an out-group, they have an unusually strong identification with the subgroup and their parents. For those individuals whose religion was positively integrated into their family life and their own emerging lifestyle, it seemed to provide a source of stability that in turn was related to better adjustment.

The results indicated that there was little evidence of identity crisis among the continuous group. It was as though their identification with family and church values progressed smoothly into young adulthood. However, it was found that those whose life history reflected the continuous developmental pattern appeared to be better adjusted than those who manifested the discontinuous pattern. It was not possible to make statements about whether religion caused the difference because familial factors in the adjustment of the participants were so intertwined with religious variables, hence, the religious element could not be isolated from other influential factors. It appeared, however, that familial influence in the continuous group involved both high parental control and high parental affection, whereas subjects in the discontinuous group frequently reported that the parenting they received lacked control, affection, or both.

The researchers reported that those students who occasionally deviated from their moral standards appeared to be a more disturbed subgroup in the test. Also, they responded in interviews to have a more conflictual relationship with their parents than did the other participants. When the subjects were asked how they dealt with their guilt and violations of conscience, they said that they used the church practice of confession and repentance.

In conclusion it would appear that the students who professed a religious faith seemed to have better coping mechanisms than the non-religious students, although there is no way of knowing exactly which factors are most dominant in the paradigm.

Instruments Used in the Study of Stress

Numerous instruments have been used in the study of stress. For more than 20 years, researchers have recognized that the simple stimulus approach is an incomplete accounting of the stress process, as it does not account for different resources, appraisals, or coping mechanisms (Lazarus & Folkman, 1984). A review of the literature reveals that university students as a population have not, so far, featured prominently in stress-related studies. Such investigations as have been carried out in the United States with university students have concentrated mainly on those studying medicine (Clarke & Reicker, 1986; Fahey & Leiden, 1984: Folse, da Rosa, & Folse, 1985; Heins, Fahey, & Leiden, 1984; Kellner, Wigging, & Pathak, 1986; Kohn & Frazier, 1986; Linn & Zippa, 1984; Mallinckrodt, Leong, & Kraij, 1989; Vitaliano, Maiuro, Russo, & Mitchell, 1988; Wolf, Faucett, Randall, & Balson, 1988), and the same

is true of the three investigations conducted to date in the United Kingdom (Evans & Fitzgibbon, 1992; Firth, 1986; Tooth, Tongue, & McManus, 1989).

A significant limitation in existing research concerns the way in which stressors have been measured (Frazier & Schauben, 1994). Early research indicated a need for the development of a research design that would examine a combination of variables known to be affecting college students and to determine to what extent they impacted on their academic performance.

A standard approach for researchers is to generate a list of stressors and to ask students whether they have experienced each event. Although this yields useful information, events important to the student population may be missed when this method is used because participants are not given the opportunity to describe, in their own words, what has been most stressful for them. Also, because the same stressors affect individuals differently, it is important that participants indicate the degree or severity of stressfulness of each event for them as well as whether it occurred.

In the current view, stress among college students is now seen as a process or transaction between a person and the environment, of which the stimulus is only one part. Much of the research done in the area of stress, so far, has utilized instruments that inadequately measured the population relevant to their specific stressors, needs, and environment. For example, items for some stimulus measures of stress for use in the general population have been generated by psychiatric patients (Cochrane & Robertson, 1973), or relatives of psychiatric patients (Paykel, Prosoff, & Uhlenhuth, 1971), clinical psychologists or other therapists (Holmes & Rahe, 1967), and rational procedures by the

researchers (Sarason, Jognson, & Siegel, 1978). Several other studies have shown that the most reliable predictors of stress outcomes are negative life events (Gersten, Langner, Eisenberg, & Orzek, 1974).

The use of an inadequate sample of events can lead researchers to the wrong conclusions about the stressfulness of the lives of different groups (Crandall, Preisler, & Aussprung, 1992). This is specifically true for the college population. For example, Dohrenwend (1974) asked several samples of subjects drawn from different populations (e.g., convicts, community leaders, psychiatric patients) to write down "the last major event in your life that changed your usual activities." He found that very few of the events listed as major life changes appeared on the typical life-change questionnaires, and that the different samples listed different kinds of events. Although subjects were able to generate several different major life adjustments, the available life-change questionnaires would have missed a substantial proportion of the adjustments identified by these subjects.

Dissimilar samples may respond differently to the various subscales of a life-events questionnaire. The stress of different groups can also be under-or overestimated, depending on the extent to which a life-event questionnaire represents life arenas. Even the most carefully created life-events schedule may not properly characterize the stressors in the lives of the sample being studied. For example, in Kanner, Coyne, Schaefer, and Lazarus's (1981) extensive compendium of daily hassles (the Hassles scale), school-related items are very rare. This is due largely to the fact that their instrument was normed on adult members of the community, and not on the college

population. Although the list may be quite representative of the general population, students are likely to encounter a variety of hassles and stressors that are relatively uncommon to nonstudents (Crandall et al., 1992).

College students are a stressed population (Tanck & Robbins, 1979), yet the available research fails to investigate the types of natural stress that they experience. It is particularly important to generate the proper set of life-events questions for a college population. Due to the peculiarities of the college experience (e.g., dealing with professors, teaching assistants, exams, and term papers), it is often desirable to develop special measures for this population in the area of stress (Burks & Martin, 1983; Krantz, Blass, & Sydney, 1974; Sarason et al., 1978).

In general, young adults report experiencing more stressful events than older adults (Goldberg & Comstock, 1980; Rabkin & Struening, 1976), and the young adults tend to rate the events they experience in common with older adults as being more stressful (Horowitz, 1977). Education is associated with having a greater number of stressful life events (Goldberg & Comstock, 1980), and therefore college students are more likely to experience stressful life changes than their working peers. Instruments that are used to measure stress in college students therefore need to be constructed with these indicators in mind.

In trying to resolve these controversies, one lesson that clearly emerges from the research literature is that sound measurement is crucial to understanding the nature of stress (Watson & Pennebaker, 1989; Zimmerman, O'Hara, & Corenthal, 1984). Adapting measures of stress to a specific population of interest enhances our

understanding of stress measurement. Item generation for life-events inventories has not adequately represented the events experienced by the population for whom the questionnaire was designed (Cochrane & Robertson, 1973).

One instrument that specifically measures the life-events stress in college students is the Undergraduate Stress Questionnaire (USQ) developed by Christian Crandall, Jeanne Preisler, and Julie Aussprung in 1992. The items were generated by undergraduate college students. It therefore accurately represents the stressors that are unique to undergraduate students and their college experience.

Summary of Literature Review

Current literature supports the concept that students are exposed to various stressors within the academic environment. Numerous stressors among college students can be linked with relationship problems, financial difficulties, poor performance, and test anxiety. Also, educational programs in which many students find themselves can produce stressors that may stem from what students perceive as excessive demands, too little or inappropriate feedback from teachers, feelings of not belonging in the academic environment, and lack of personal relationships with teachers.

Research supports the hypothesis that both stress and anxiety vary across year in school. Some research suggests that the stress that freshmen experience in college attributes to the high rate of attrition among this group. Another study reported that sophomores had higher mean levels of anxiety than both freshmen and juniors. Research suggests that juniors who have not found a sense of direction, a major, and a sense of involvement in the institution appear to have a higher level of stress. Also,

juniors who are transfer students and are readjusting to the new environment experience high levels of stress. Seniors experience stress due to the issue of "letting go" from their friends, a secure environment, and fear of the unknown when they go to the working world.

Numerous studies have been conducted on gender differences and stress, with some studies yielding conflicting results. Usually, female students score significantly higher that their male counterparts on both academic and life stress. In response to academic stress, men were more likely than women to seek sexual gratification and use marijuana whereas females ruminated, ate constantly, and became emotionally dysfunctional and unstable. Research also indicates that women report far more physical illness and stress than men.

Minority students appear to experience more stress than Anglo American students. Also, minority students, especially African Americans, Hispanics, and Native Americans, due to underlying stress and cultural alienation, drop out of college in greater numbers than Whites or Asians.

For many students, selecting a college major can be a very difficult process. As a result of being undecided, some students experience anxiety and stress from trying to decide on a major. Although the rate of changing majors may vary across colleges and universities, it is a highly prevalent behavior among college students. Current research has indicated that the following variables are associated with career indecisiveness: higher anxiety, poor sense of identity, external locus of control, perceived

problem-solving deficits, emotional or financial dependence, goal instability, manipulative behavior, and low self-esteem.

A substantial body of research has addressed the educational influence of living on campus versus commuting to college. The clear weight of this body of inquiry suggests that students living on campus are not only more involved in the various educational and social systems of the institution than their commuter counterparts, but they also make significantly greater gains during college on a range of outcomes and they appear to be less stressed.

Research in the area of stress and student status is very sparse. The existing research has produced conflicting results about the subject. While some researchers found that full-time students are more stressed than part-time students, others indicate that part-time students experience higher levels of stress. Future studies may yield more consistent results.

Holding a full-time job during college had a significant negative impact on students' grades because the time spent at work should be devoted to academic work or study. Therefore, students who work long hours, especially off campus, experience high levels of stress.

The research has conflicting results on religiosity and stress in the lives of college students. Although some research concludes that the greater the religiousness, the less the stress, others report that there appears to be no significant relationship with frequency of high stress and religiosity. It appears, however, that religious students were less inclined to seek help or counseling, because they depended on their faith.

Undergraduate university students experience stress from many different sources. Researchers have recognized that various populations respond differently to the diverse stressors on life-event questionnaires. It is therefore imperative to utilize the college population to generate items for stress-related events in their lives if research findings hope to demonstrate validity and meaningfulness.

Generally, stress among college students is a multifaceted issue. Stress can be triggered by relationship problems, adaptation to a new environment, low self-esteem, expected academic aspiration, and general anxiety that differs according to class status, gender, race, place of residence, and a host of other concomitant variables.

CHAPTER 3

METHODOLOGY

The purpose of this chapter is to present the plan of operation for the study. It was an ex post facto study undertaken to examine the frequency and severity of stressors among a sample population of undergraduate students at Grand Valley State University, using the Undergraduate Stress Questionnaire (USQ) and a Demographic Questionnaire.

Population

The subjects for this study were 420 undergraduate students attending Grand Valley State University. There were 105 students selected from each of the freshman, sophomore, junior, and senior classes. A total of 197 males and 223 females participated in this study. These students were selected from the general University population and were in various school programs representing a diversity of cultures and educational backgrounds. All undergraduate students attending the University were eligible to participate in the study. Students were selected from general classes, dormitories, and the living centers on campus.

Power analysis was undertaken with $\alpha = .05$, power $= .90$, and a moderate effect size.

1. For the ANOVA tests, the sample size required was 58 in each of 4 groups, or 45 in each of 6 groups. If the n's were not equal, the sample size needed to be greater.

2. For the t-tests, the moderate effect size required 37 subjects, in each of the two groups; a small effect size required 112 subjects in each of the two groups.

The sample size of 420 was adequate.

Instrumentation

The students were asked to complete the following instruments: (1) a demographic questionnaire, and (2) the Undergraduate Stress Questionnaire. Following is a description of each instrument that was used in the study.

The demographic questionnaire asked each student to provide information on class status, gender, race, academic major, living status, student status, work status, and religious status (see Appendix C).

The instrument used in collecting data for this study was the modified Undergraduate Stress Questionnaire. The original instrument was developed in 1992 by Christian S. Crandall, Jeanne J. Preisler, and Julie Aussprung. The USQ was normed on a psychology undergraduate student population attending the University of Florida. Seventy-five percent of the norming population were Anglo Americans, and ethnic minorities comprised the remaining 25%. The Undergraduate Stress Questionnaire is a life-events checklist designed to measure stress among undergraduate students. It is an 83-item questionnaire that requires a "yes" or "no" response.

In order to generate the items for the USQ, 30 undergraduates in an upper-

division health psychology class spent an hour's class period discussing and listing events or concerns in their lives which they found "stressful." The majority of these students had read a chapter on stress from Gatchel, Baum, and Krantz's (1989) Health Psychology textbook, and had listened to two lectures on stress. They had also been encouraged to bring a paper listing some of the things they found stressful, and to provide an opportunity to list potentially embarrassing stressors anonymously. These papers were turned in to the researchers. Many of the items on the lists overlapped with each other and with the items taken from the class discussion.

The list of stressful life-events items ranged from major life crisis (e.g., death of a parent, victim of a crime) to minor daily hassles (e.g., checkbook didn't balance, sat through a boring class). Therefore, a list of stressor events was created that represented both major life events and minor life stressors in a single questionnaire.

To ensure an adequate sampling of life events that was meaningful and common to college undergraduates, a panel of undergraduates nominated life events that they considered stressful. These items were then rated by nominators and other undergraduates for commonness and severity.

Students' 83 nominations were largely negative, although a portion of the items can be construed as both positive and negative. The negativity of the items is fortuitous, as several studies have shown that the most reliable predictors of stress outcomes are negative life events (e.g., Gersten et al., 1974; Ross & Mirowsky, 1979; Vinokur & Selzer, 1975). This has been shown with anxiety, tension, and psychiatric symptomatology (Ross & Mirowsky, 1979), depression and suicidal thoughts (Vinokur

& Selzer, 1975), and exercise and physical health (Plante & Karpowitz, 1987).

Within a week, the undergraduates who had generated the items were presented with the condensed list of items and rated each of the items in answer to the question "How stressful would this be to you, if it occurred to you?" Items were rated on a 4-point severity scale of "none/a little/some/a lot."

During the same week, the researchers recruited 30 different undergraduate subjects from libraries, dormitories, and classrooms to rate the same 83 items for the frequency with which the events or concerns occur. Subjects rated the items on a 5-point scale labeled "never/infrequently/sometimes/often/always."

The distinctiveness of the USQ is the number of items pertaining directly to the daily stressors of undergraduates. Another unique aspect of the USQ is its emphasis on school-related items. This indicates that the inclusion of a substantial number of school-related stressful events on the checklist is an essential aspect of the USQ's ability to predict symptom reports.

To examine the differential severity and frequency of stressors related to school, and stressors independent of being in school, the items were coded as either school-related, school-unrelated, or "in-between." The majority of items, 51 (61%), are not related to the college experience (Nonschool), 21 (25%) items are related to college (School), and 11 items (13%) are in between. The different subscales were substantially correlated: r(School-Nonschool) = .70, r(School-Between).47, and r(nonschool-Between) = .51 (all p's < .005). Crandall et al. (1992) compared the USQ to another stress instrument, the Pennebaker (1980) symptom checklist, the "PILL."

Table 2 shows the correlations between the USQ subscales and the PILL.

Also, the USQ subscales and the PILL symptom checklist reflect the same degree of association as the overall USQ-PILL correlation found in Table 3. Due to the large number of items, plus some degree of overlap among them, there is a fairly good degree of internal consistency, an acceptable corrected split-half reliability (.83), and a test-retest reliability of .59. Reliability for the USQ need not and should not be too high. If it were, it would not be measuring life events but rather a personality variable. Since life events is an indicator variable, it is not imperative to solicit a high test-retest reliability.

The USQ has a significant advantage in predicting scores on a physical symptoms checklist. Furthermore, the degree of contamination from negative affect appears to be rather small, such that the reduction in predictive power when negative affect is factored out is relatively small. The test has good psychometric properties; this is an unusual characteristic in an event checklist (Crandall, 1988).

One possible source of inter-item correlation is response bias, such as social desirability (Edwards, 1970, 1991), a variable with broad effects in questionnaire measurement (Hogan & Nicholson, 1988), and known to have strong links to personality variables related to negative affectivity (Block, 1965, 1990).

Although negative affect (or any response associated with endorsing negative-affect items) appears to play a small role in the inter-item correlations, it does not appear to be a particularly significant one. The psychometric properties of the USQ may reflect the correlation of stressful events in undergraduates' lives. The observed inter-correlations are quite low, averaging about .05, suggesting only a modest interrelation. This modest relationship does not appear to be due to negative affect or response set associated with it.

TABLE 2

CORRELATIONS OF USQ SUBSCALES WITH PILL

USQ Subscale	Total Sample	Males	Females
School	.52***	.55***	.48**
Between	.31***	.21	.35*
Nonschool	.45***	.51***	.40***

*p < .05. **p < .01. ***p < .005.

TABLE 3

CORRELATIONS OF USQ WITH BMIS AND PILL

Instrument	All subjects	Males	Females
BMIS	.26*	.11	.44**
PILL	.53***	.53***	.49***

*p<.05. **p<.005. ***p<.001.

To ascertain the degree to which the sample of items in the USQ was an adequate representation of the stress in undergraduates' lives, the test developers had college undergraduates rate the representativeness of the USQ, along with three other measures of stress that have been used with college populations. After completing the questionnaires, the students were asked what they liked and disliked about the different questionnaires. Because students showed a preference for the USQ and the Daily Stress

Inventory (DSI), they were asked about the strengths and weaknesses of both. Subjects liked the DSI for the opportunity to rate the subjective stressfulness of each event. The USQ was rated highly, they claimed, for the good representation of stressful events and for the degree to which it reflects the stress they subjectively feel.

Research shows that the USQ is valid, reliable, and a well-devised measure of life-events stressors of college students (Crandall et al., 1992). The USQ correlates positively with physical symptoms and negatively with mood (Crandall et al., 1992). Students rated the USQ as the most complete and accurate of four different life-events questionnaires (Crandall et al., 1992). In a panel study, the USQ closely tracked subjective reports of stress, both during the term and finals week. The USQ predicted symptoms more reliably than the Brief Mood Introspection Scale (BMIS), the Pennebaker's Symptom Checklist (PILL), and the Daily Stress Inventory (DSI), controlling for negative effect.

The USQ is a simple and easy-to-administer measure of the degree to which an undergraduate has experienced stressful life events over a period of time. It represents the kinds of life stressors that college students typically experience. According to Crandall et al. (1992), at virtually every administration of the USQ, several of the subjects came up to the experimenter and commented on how many of the event items they had experienced recently and how well they thought the USQ represented the stress in their lives. As Lewinsohn, Mermelstein, Alexander, and MacPhillamy (1985) state, "It is critical to go directly to the target population for nomination in stressful life events" (p. 629).

Modification of the Undergraduate Stress Questionnaire for this Study

Within this study, the original Undergraduate Stress Questionnaire frequency and severity responses were slightly modified. A 5-point frequency response scale was maintained; however, the responses were changed from "never/infrequently/ sometimes/often/always" to "never/less than once a month/at least once a month/at least once a week/at least daily." Also, a 5-point severity response scale was used rather than a 4-point severity response scale that was utilized in the original instrument. The severity responses were changed from "none/a little/some/a lot" to "none/mild/moderate/severe/very severe."

The frequency and severity responses were changed slightly, because I believed that more substantive and meaningful information would be elicited from the students. Permission was obtained from the test developer to do so (see Appendix B). It is important to note that the original 83 items were not changed (see Appendix C).

Survey Administration

The survey was administered to 420 undergraduate students from the general student population at Grand Valley State University. Survey administration took place during the month of May prior to final examinations. The rationale for administering the questionnaire at this time was: (1) students, especially freshmen, would have experienced almost a full academic year, (2) incoming transfer students would have spent a few months in the new academic environment, and (3) generally, students' stress levels increase during finals week.

First, in order to survey students attending the University, I wrote a letter

to the Chair of the Human Research Review Committee at the institution seeking permission (see Appendix B). Second, the Human Research Review Committee required a completed application form providing some information about the research (see Appendix B). Permission was granted by the Human Research Review Committee to proceed with the proposed research.

I phoned and E-mailed the chairs of the psychology, business, geography, music, fine arts, history, nursing, engineering, social work, and science departments on campus to inform them about the study and to obtain their permission to enter the classrooms to survey students. Once permission was granted by the academic chairs, I met with the various faculty members who taught the 300 level and capstone courses. This provided an opportunity for both parties to talk about the study, to find out the best time to come and distribute the questionnaires in their classrooms, and give the professors an opportunity to ask any relevant questions. The 300 level courses and the capstones classes were chosen because junior and senior students were enrolled in these classes and this provided easy access.

The Director of Housing was contacted to inform him about the study. After permission was granted, students from the three dormitories on campus and eight living centers were targeted. The three dormitories on campus are reserved for first-year students and the living centers are primarily reserved for second-year students. I believed that a large number of freshman and sophomore students could be obtained quickly from the dormitories and living centers. The resident hall directors for the dormitories and graduate assistants for the living centers were contacted and the Undergraduate Stress Questionnaire was introduced to them.

All students attending class the day the survey was distributed were eligible to participate in the research. Students in the dormitories and living centers who attended their regularly scheduled biweekly house meetings were eligible to participate in the research. All students were told that their participation was completely voluntary, and that they were free to discontinue participation at any time.

All questionnaires were distributed and collected in a group setting. Students in the classrooms, dormitories, and living centers were instructed to complete the questionnaires individually without discussing it with another student. Once the questionnaire was completed they were required to seal the envelope and return it to the professor, resident hall director, or graduate assistant. Instructions were given to all students that if they had received a copy of the questionnaire somewhere else they should not complete another one.

Each resident hall director received 75 questionnaires and each graduate assistant received 30 questionnaires. The reason for the difference in numbers was because the dormitories contained a larger number of students. The resident hall directors and graduate assistants were given 1 week to distribute and collect the completed questionnaires during their regularly scheduled biweekly house meetings. On the date of distribution of the questionnaire in the dormitories and living centers, I introduced the instrument to the participants and then left. The residence hall directors and graduate assistants then distributed, supervised, and collected the sealed envelopes that contained the questionnaires. After the participants completed the questionnaires, I returned to the dormitories and living centers and debriefed with the participants.

The resident hall directors and graduate assistants were given 1 week to

administer and collect the completed questionnaires. The graduate assistants experienced difficulty with the sophomore students completing the questionnaires in a timely manner. As a result of this, an additional week was required for them to complete the questionnaires.

On the date of distribution of the questionnaires in the classrooms I introduced the instrument to the participants and then left. The professors distributed, supervised, and collected the sealed envelopes that contained the questionnaires. After the participants completed the questionnaires, I returned to the classrooms and debriefed with the participants.

Students were encouraged to respond as honestly as possible. They were told that the questionnaire was strictly for research purposes. Confidentiality and anonymity of each student and his/her survey responses were maintained by (1) not using or requiring a student name, and (2) providing each student with an envelope to seal the completed response sheet in before handing it in.

The following procedure was followed:

1. Each student was given an envelope containing a cover letter, a standardized set of instructions attached to the demographic data sheet, and the USQ (see Appendix B).

2. The students were asked to complete the demographic data sheet and the USQ as accurately as possible, and return them to the envelope and seal it.

3. Once the data were collected they were divided into the respective class groups. As far as possible I tried to include ethnic minorities in the study. The surveys were checked for completeness and ethnicity. Due to the fact that there were a small

number of minority students who completed the surveys, all those that were completed accurately were included in the sample. Then the other completed surveys were randomly chosen and assigned to the respective class groups. I had problems with sophomore students returning the surveys. The maximum number of completed surveys from that class group was 105, so the other class groups were limited to the same number.

Null Hypotheses and Analysis Methods

The following null hypotheses were tested to answer the research questions:

Hypothesis 1. There are no significant differences in the frequency of occurrence of various stressors among the research sample of freshmen, sophomore, junior, and senior undergraduate students at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

Hypothesis 2. There are no significant differences in the frequency of occurrence of various stressors between male and female students at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

Hypothesis 3. There are no significant differences in the frequency of occurrence of various stressors among the research sample of ethnic groups at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

Hypothesis 4. There are no significant differences in the frequency of occurrence of various stressors between those students who have a declared major at Grand Valley State University and those who do not have a declared major as measured

by the Undergraduate Stress Questionnaire.

Hypothesis 5. There are no significant differences in the frequency of occurrence of various stressors between those students who live on campus at Grand Valley State University and those who live off campus as measured by the Undergraduate Stress Questionnaire.

Hypothesis 6. There are no significant differences in the frequency of occurrence of various stressors between those students who are full-time students at Grand Valley State University and those who are part-time students as measured by the Undergraduate Stress Questionnaire.

Hypothesis 7. There are no significant differences in the frequency of occurrence of various stressors between students who work while attending college at Grand Valley State University and those who do not work as measured by the Undergraduate Stress Questionnaire.

Hypothesis 8. There are no significant differences in the frequency of occurrence of various stressors between those students who declare a religious orientation at Grand Valley State University and those who do not as measured by the Undergraduate Stress Questionnaire.

Hypotheses 1-8 were tested by chi-square analysis for each of the 83 potential sources of stress.

Hypothesis 9. There are no significant differences in the severity of various stressors among a sample group of freshmen, sophomores, juniors, and seniors at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was tested by 1-way ANOVA for each of the 83 separate

stressors.

Hypothesis 10. There are no significant differences in the severity of various stressors between males and females in the sample group of students at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was tested by the t-test for means of independent samples for each of the 83 separate stressors.

Hypothesis 11. There are no significant differences in the severity of various stressors among a sample of Anglo Americans, African Americans, Asian Americans, Hispanic Americans, Native Americans, and Other ethnic group students at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was tested by 1-way ANOVA for each of the 83 separate stressors.

Hypothesis 12. There are no significant differences in the severity of various stressors between those students who have a declared major at Grand Valley State University and those who do not have a declared major as measured by the Undergraduate Stress Questionnaire.

Hypothesis 13. There are no significant differences in the severity of various stressors between those students who live on campus at Grand Valley State University and those who live off campus as measured by the Undergraduate Stress Questionnaire.

Hypothesis 14. There are no significant differences in the severity of various stressors among a sample group of students who are full-time students at Grand Valley State University and those who are not as measured by the Undergraduate Stress

Questionnaire.

Hypothesis 15. There are no significant differences in the severity of various stressors among a sample group of students who work while attending college at Grand Valley State University and those who do not as measured by the Undergraduate Stress Questionnaire.

Hypothesis 16. There are no significant differences in the severity of various stressors between those students who have a religious orientation at Grand Valley State University and those who do not have a religious orientation as measured by the Undergraduate Stress Questionnaire.

Hypotheses 12-16 were tested by the t-test of the differences between means of independent samples.

All hypotheses were tested with alpha at .05 level of significance.

CHAPTER 4

DATA FINDINGS AND ANALYSIS

This chapter presents the findings of the study. After a brief review of the study and the methods used, data are presented on the sample and the instruments. Then the results of the testing of the hypotheses are presented.

The purpose of the study was twofold. First, the frequency of occurrence of specific stressors that undergraduate students experience were identified. Second, the study examined the severity of identified stressors among a sample of freshman, sophomore, junior, and senior undergraduate students.

General Characteristics of the Study Population

The data were collected from students (N = 420) at Grand Valley State University. The students were selected from the general University undergraduate population, which comprised various school programs. Students from the dormitories, living centers on campus, general classes, and the capstone classes were selected to participate in the study. All students were identified by race, gender, and class standing.

Two instruments were utilized in the study: a brief demographic survey and the Undergraduate Stress Questionnaire (USQ). Confidentiality and anonymity were maintained throughout the study.

Description of the Data

Table 4 provides the demographic data by class for the sample studied. The study population consisted of 420 subjects. Of these, 324 were Anglo-Americans (77%), 56 were African Americans (13.3%), 10 were Asian Americans (2.4%), 12 were Hispanic Americans (2.9%), 4 were Native Americans (1%), and 14 (3.3%) were classified in the group "Other" by their own definition on the demographic survey.

The subjects in the study population were equally distributed throughout the four class categories. Each class contained 105 subjects. The sample included 197 males (46.9%) and 223 females (53.1%). This is a representative sample, considering that 60% of the general college population is female.

It is interesting to note that 91% of the research sample had a declared major. From the research sample, only one junior and one senior student did not have a declared major. Also, 27 freshmen and 8 sophomore students did not have a declared major.

Table 4 indicates that 94% of the research sample were full-time students. From the remaining 6% there were 3 freshmen, 3 sophomores, 9 juniors, and 12 seniors. An examination of the work status of the research sample revealed that 72% of them worked. Of those who did not work, 35% were freshmen.

From the data in Table 4, it is apparent that 55% of the research sample lived off campus. Juniors and seniors comprise 71% of this group. In the research sample, 88 (84%) of the freshmen lived on campus. However, the number of sophomores living on campus and off campus was almost equal (55 and 50 respectively).

TABLE 4

DEMOGRAPHIC INFORMATION BY CLASS

Demographic Var.	Freshmen (N=105)	Sophomore (N=105)	Junior (N=105)	Senior (N=105)	Total (N=420)
Gender					
Male	49	48	50	50	197
Female	56	57	55	55	223
Race					
Anglo Amer.	68	88	87	81	324
Afro Amer.	20	11	10	15	56
Asian Amer.	02	04	03	01	10
Hispanic Amer.	04	01	01	06	12
Native Amer.	01	00	03	00	04
Other	10	01	01	02	14
Major					
Declared	78	97	104	104	383
Undeclared	27	08	01	01	37
Living Status					
On campus	88	55	24	21	188
Off campus	17	50	81	84	232
Student Status					
Full time	102	102	96	93	393
Part time	03	03	09	12	27
Work Status					
Yes	64	76	81	82	303
No	41	29	24	23	117
Religiosity					
Yes	62	62	63	62	249
No	43	43	42	43	171

As a student's class status increases, there is a tendency to live off campus.

Table 4 indicates that 249 (59%) of the research sample stated that religion played a big part in their lives. The responses from the four class groups showed a consistent pattern. Approximately 60% in each group viewed religion as an important factor in their lives, and 40% stated that religion was not a major priority for them.

Descriptive Results

Table 5 lists the 83 stressors and gives the median frequency of occurrence and rank of each stressor for both males and females. Of the 12 most frequently occurring stressors for males and females, 10 are common to both groups. They are: (4) "Had lots of tests"; (11) "Erratic schedule"; (18) "Lots of deadlines to meet"; (29) "Feel organized"; (47) "Working while in school"; (55) "Thoughts about future"; (58) "Thought about unfinished work"; (59) "Sat through a boring class"; (60) "Talked with a professor"; (61) and "Can't concentrate." For both males and females, the top 3 most frequently occurring stressors are: (59) "Sat through a boring class"; (55) "Thoughts about the future"; (47) and "Working while in school." The most frequent stressors that are exclusive to males are: (21) "Couldn't find a parking space" and (22) "You have a hard upcoming week." The most frequent stressors that are exclusive to females are: (19) "Noise disturbed you while trying to study" and (48) "Lack of money."

Of the 12 least frequently occurring stressors for males and females, 10 are common to both groups. They are: (8) "Applying to graduate school"; (10) "Victim of a crime"; (13) "Ran out of typewriter ribbon"; (16) "Found out boy/girlfriend cheated on you"; (28) "Death of a pet"; (38) "Parents getting a divorce"; (52) "Coping with

TABLE 5

RANKING OF STRESSORS BY FREQUENCY

Variable	Male		Female	
	Median	Rank	Median	Rank
1. Someone you expected to call didn't	1.578	24	1.614	23
2. Death of family member or friend	0.560	68	0.600	63
3. Stayed up late writing a paper	1.789	18	1.667	22
4. Had lots of tests	2.071	9*	2.189	12*
5. Registration for classes	1.050	42	1.052	44
6. It's finals week	1.194	36	1.139	39
7. Trying to get into your major or college	0.859	52	0.835	49
8. Applying to graduate school	0.401	73*	0.246	78*
9. Can't understand your professor	1.624	23	1.832	9*
10. Victim of a crime	0.390	74*	0.236	79*
11. Erratic schedule	2.151	7*	2.405	8*
12. Assignments in all classes due the same day	1.707	21	1.923	16
13. Ran out of typewriter ribbon	0.319	78*	0.414	72*
14. Breaking up with boy-/girlfriend	0.497	70	0.538	66
15. Had to ask for money	0.972	48	1.133	41
16. Found out boy-/girlfriend cheated on you	0.269	79*	0.249	77*
17. Somone borrowed something without permission	1.010	46	1.023	45
18. Lots of deadlines to meet	2.174	6*	2.466	6*
19. Noise disturbed you while trying to study	1.989	13	2.407	7*
20. Property stolen	0.477	71	0.368	74*
21. Couldn't find a parking space	2.042	11*	1.923	16
22. You have a hard upcoming week	2.023	12*	2.118	13
23. Parents controlling with money	0.562	67	0.374	73*
24. Went into a test unprepared	1.232	35	1.171	35
25. Feel isolated	1.107	40	1.175	34
26. Lost something (especially wallet)	0.913	50	0.830	50
27. Trying to decide on a major	0.627	61	0.667	57
28. Death of a pet	0.340	76*	0.281	76*
29. Feel organized	2.057	10*	2.373	9*
30. Did worse than expected on test	1.572	25	1.586	24
31. Crammed for a test	1.947	15	1.877	18
32. Had an interview	0.831	54	0.804	53
33. Maintaining a long-distance boy-/girlfriend	0.585	65	0.649	59
34. Had projects, research papers due	1.764	19	1.874	19
35. Had confrontation with an authority figure	0.846	53	0.718	54
36. Did badly on a test	1.392	28	1.380	29
37. Heard bad news	1.517	26	1.423	27
38. Parents getting a divorce	0.263	80*	0.171	80*
39. Can't finish everything you needed to do	1.717	20	2.095	14
40. Dependent on other people	1.252	33	1.222	30
41. Performed poorly at a task	1.299	30	1.219	31
42. Having roommate conflicts	1.114	39	1.139	39
43. Bothered by having no social support of family	0.347	75*	0.438	71

Table 5--Continued.

Variable	Male		Female	
	Median	Rank	Median	Rank
44. Car/bike broke down, flat tire, etc.	0.807	55	0.636	60
45. Arguments, conflict of values with friends	1.173	38	1.145	38
46. Got a traffic ticket	0.626	62	0.497	67
47. Working while in school	2.765	3*	3.022	3*
48. Lack of money	1.947	15	2.322	10*
49. Missed your period and waiting	0.173	83*	0.454	70
50. Dealt with incompetence at Registrar's office	0.537	69	0.469	69
51. Fought with boy-/girlfriend	0.800	56	0.871	48
52. Coping with addictions	0.439	72*	0.313	75*
53. Applying for a job	0.744	59	0.825	51
54. No sleep	1.968	14	1.973	15
55. Thoughts about future	3.031	2*	3.226	1*
56. Sick, injury	1.087	41	1.150	37
57. Had a class presentation	1.179	37	1.132	42
58. Thought about unfinished work	2.118	8*	2.819	4*
59. Sat through a boring class	3.133	1*	3.203	2*
60. Talked with a professor	2.306	4*	2.275	11*
61. Can't concentrate	2.281	5*	2.486	5*
62. Someone broke a promise	1.244	34	1.188	32
63. Got to class late	1.439	27	1.423	26
64. Bad haircut today	0.605	63	0.620	62
65. Checkbook didn't balance	0.599	64	0.713	55
66. Visit from a relative or friend	1.315	29	1.496	25
67. Holiday	1.027	45	1.164	36
68. Problem with your computer	0.947	49	0.877	47
69. Felt some peer pressure	1.043	44	1.096	43
70. Someone did a pet peeve of yours	1.660	22	1.797	21
71. Change of environment (New doctor, dentist, etc.)	0.746	58	0.680	56
72. No time to eat	1.267	31	1.381	28
73. Favorite sporting team lost	1.263	32	0.474	68
74. Job requirements changed	0.660	60	0.545	65
75. Living with boy-/girlfriend	0.262	81*	0.131	82*
76. Felt need for transportation	0.584	66	0.662	58
77. You have a hangover	0.769	57	0.548	64
78. Problem with getting home from the bar when drunk	0.335	77	0.120	83
79. Used a fake ID	0.262	81*	0.150	81*
80. No sex in a while	1.000	47	0.635	61
81. Someone cut ahead of you in line	0.872	51	0.976	46
82. Decision to have sex on your mind	1.915	17	0.816	52
83. Exposed to upsetting TV show, book or movie	1.044	43	1.187	33

* Indicates most and least frequently occurring stressors.

addictions"; (75) "Living with boy/girlfriend"; (79) "Used a fake ID"; (78) and "Problem with getting home from the bar when drunk."

The two least frequently occurring stressors that are exclusive to males are: (43) "Bothered by having no social support of family"; (49) and "Missed your period and waiting." The two least frequently occurring stressors that are exclusive to females are: (20) "Property stolen" and (23) "Parents controlling with money."

Table 6 lists the 83 stressors and gives the mean severity and rank of each stressor for both males and females. Of the 12 most severe stressors for males and females, 10 were common to both groups. They were: (6) "It's finals week"; (4) "Had lots of tests"; (30) "Did worse than expected on test"; (55) "Thoughts about the future"; (31) "Crammed for a test"; (36) "Did badly on a test"; (18) "Lots of deadlines to meet"; (12) "Assignments in all classes due the same day"; (34) "Had projects, research papers due"; (39) and "Can't finish everything you needed to do." The most severe stressor for both males and females was: It's finals week. The most severe stressors that are exclusive to males are: (3) "Stayed up late writing a paper" and (48) "Lack of money." The most severe stressors that are exclusive to females are: (22) "You have a hard upcoming week" and (58) "Thought about unfinished work."

Of the 12 least severe stressors for males and females, 7 were common to both groups. They were: (13) "Ran out of typewriter ribbon"; (52) "Coping with addictions"; (66) "Visit from a relative or friend"; (73) "Favorite sporting team lost"; (75) "Living with boy/girlfriend"; (78) "Problem with getting home from the bar when drunk"; (79) and "Used a fake ID." The 5 least severe stressors that are exclusive to

TABLE 6

RANKING OF STRESSORS BY SEVERITY

Variable	Male		Female	
	Mean	Rank	Mean	Rank
1. Someone you expected to call didn't	1.1827	51	1.2780	49
2. Death of family member or friend	1.7157	21	1.9910	19
3. Stayed up late writing a paper	1.9645	11*	2.1076	13
4. Had lots of tests	2.2741	2*	2.5740	3*
5. Registration for classes	1.4670	31	1.7219	27
6. It's finals week	2.5635	1*	2.8341	1*
7. Trying to get into your major or college	1.5939	27	1.7533	25
8. Applying to graduate school	1.1472	52	0.8116	71
9. Can't understand your professor	1.6142	26	1.7982	22
10. Victim of a crime	1.0304	60	0.8699	66
11. Erratic schedule	1.7766	18	2.1031	14
12. Assignments in all classes due the same day	2.0355	10*	2.4484	6*
13. Ran out of typewriter ribbon	0.5634	80*	0.6681	78*
14. Breaking up with boy-/girlfriend	1.4467	35	1.5874	31
15. Had to ask for money	1.3857	39	1.3632	42
16. Found out boy-/ girlfriend cheated on you	1.0609	56	0.8565	68
17. Somone borrowed something without permission	1.2131	49	1.2869	48
18. Lots of deadlines to meet	2.1371	6*	2.3722	8*
19. Noise disturbed you while trying to study	1.7258	19	1.9551	20
20. Property stolen	1.1269	53	0.9641	62
21. Couldn't find a parking space	1.3096	44	1.3497	45
22. You have a hard upcoming week	1.8730	15	2.2690	12*
23. Parents controlling with money	0.9086	70	0.7219	75*
24. Went into a test unprepared	1.8832	14	2.0941	15
25. Feel isolated	1.3502	41	1.4977	38
26. Lost something (especially wallet)	1.6243	25	1.6322	29
27. Trying to decide on a major	1.2487	45	1.3587	43
28. Death of a pet	0.8984	71	0.8340	70
29. Feel organized	1.0409	58	1.3318	46
30. Did worse than expected on test	2.1624	3*	2.4799	5*
31. Crammed for a test	2.1168	8*	2.5022	4*
32. Had an interview	1.4162	37	1.5246	35
33. Maintaining a long-distance boy-/girlfriend	1.1065	55	1.2466	51
34. Had projects, research papers due	2.1320	7*	2.3004	11*
35. Had confrontation with an authority figure	1.4162	37	1.4304	41
36. Did badly on a test	2.1523	5*	2.4215	7*
37. Heard bad news	1.7258	19	2.0089	18
38. Parents getting a divorce	1.0203	61	0.6547	79*
39. Can't finish everything you needed to do	2.0508	9*	2.3273	10*
40. Dependent on other people	1.4467	35	1.4708	39
41. Performed poorly at a task	1.6598	24	1.7802	24
42. Having roommate conflicts	1.4923	30	1.7219	27
43. Bothered by having no social support of family	0.8172	75*	0.9955	60

Table 6--Continued.

Variable	Male		Female	
	Mean	Rank	Mean	Rank
44. Car/bike broke down, flat tire, etc.	1.4568	34	1.4349	40
45. Arguments, conflict of values with friends	1.4670	31	1.7354	26
46. Got a traffic ticket	1.2436	47	1.0224	58
47. Working while in school	1.6649	23	1.5515	34
48. Lack of money	1.9036	12*	2.0896	16
49. Missed your period and waiting	0.4263	83*	1.2287	52
50. Dealt with incompetence at Registrar's office	0.9593	66	0.8475	68
51. Fought with boy-/girlfriend	1.3451	42	1.5874	31
52. Coping with addictions	0.8578	72*	0.6771	77*
53. Applying for a job	1.1878	50	1.3497	44
54. No sleep	1.8883	13	2.0134	17
55. Thoughts about future	2.1574	4*	2.3139	9*
56. Sick, injury	1.3654	40	1.5650	33
57. Had a class presentation	1.6751	22	1.7937	23
58. Thought about unfinished work	1.8121	16	2.2645	2*
59. Sat through a boring class	1.5279	28	1.5156	36
60. Talked with a professor	1.1167	54	1.1883	54
61. Can't concentrate	1.7918	17	1.9058	21
62. Someone broke a promise	1.5076	29	1.5156	36
63. Got to class late	1.0101	62	1.1031	56
64. Bad haircut today	0.7208	77*	0.8699	66
65. Checkbook didn't balance	0.8426	74*	1.1379	55
66. Visit from a relative or friend	0.6243	78*	0.6860	76*
67. Holiday	0.7258	76*	0.9013	65
68. Problem with your computer	1.3197	43	1.2959	47
69. Felt some peer pressure	1.0406	59	1.2645	50
70. Someone did a pet peeve of yours	1.4670	31	1.6322	29
71. Change of environment (New doctor, dentist, etc.)	0.9898	63	0.9147	64
72. No time to eat	1.0507	57	1.0941	57
73. Favorite sporting team lost	0.8527	73*	0.0480	80*
74. Job requirements changed	0.9187	69	0.7892	72*
75. Living with boy-/girlfriend	0.5634	80*	0.2959	82*
76. Felt need for transportation	0.9644	64	1.0089	59
77. You have a hangover	0.9441	67	0.7668	74*
78. Problem with getting home from the bar when drunk	0.5786	79*	0.3228	81*
79. Used a fake ID	0.5228	82*	0.2914	83*
80. No sex in a while	1.2284	48	0.7743	73*
81. Someone cut ahead of you in line	0.9644	64	0.9910	61
82. Decision to have sex on your mind	1.2487	45	0.9506	63
83. Exposed to upsetting TV show, book or movie	0.9238	68	1.2197	53

* Indicates most and least severe stressors.

males were: (43) "Bothered by having no social support"; (49) "Missed your period and waiting"; (65) "Checkbook didn't balance"; (67) "Holiday"; (64) and "Bad haircut today." The 5 least severe stressors that are exclusive to females were: (74) "Job requirements changed"; (80) "No sex in a while"; (23) "Parents controlling with money"; (38) "Parents getting a divorce"; (77) and "You have a hangover."

Testing the Null Hypotheses

This section addresses each null hypothesis formulated for this study and gives the results of the statistical testing of each. Hypotheses 1 to 8 were tested by chi-square analysis. In a large proportion of the critical contingency tables, small expected frequencies (less than 5) occurred. This necessitated combining responses in order to bring the expected frequency to an adequate size. In a very few cases, in which the matrix had already been collapsed as far as logically possible, an expected frequency in the table less than 5 was accepted.

In the text, for each of the 8 hypotheses, a table is provided giving the results of the analysis. For all instances where a significant chi-square was obtained, the contingency table is given in the text and interpreted. Where the chi-square was not significant, the contingency table is included in the appendix.

Null Hypothesis 1 states: There are no significant differences in frequency of occurrence of stress among the research sample of freshman, sophomore, junior, and senior students at Grand Valley State University as measured by the USQ.

Table 7 gives the results of the chi-square analysis for all 83 variables. Of these 83 variables, 33 had significant chi-square values. These are presented below.

TABLE 7

CHI-SQUARE ANALYSIS FOR CLASS STATUS: HYPOTHESIS 1

Variable	X^2	df	p
1. Someone you expected to call didn't	7.049	9	0.6320
2. Death of family member or friend	4.052	6	0.6697
3. Stayed up late writing a paper	22.025	9	0.0088*
4. Had lots of tests	6.711	6	0.3484
5. Registration for classes	12.995	6	0.0438*
6. It's finals week	13.149	6	0.0407*
7. Trying to get into your major or college	15.780	9	0.0716
8. Applying to graduate school	54.754	6	0.0000*
9. Can't understand your professor	27.318	12	0.0070*
10. Victim of a crime	5.538	6	0.4768
11. Erratic schedule	16.957	12	0.1512
12. Assignments in all classes due the same day	18.979	9	0.0254*
13. Ran out of typewriter ribbon	12.096	6	0.0599
14. Breaking up with boy-/girlfriend	3.774	6	0.7072
15. Had to ask for money	14.604	9	0.1024
16. Found out boy-/girlfriend cheated on you	6.870	6	0.3330
17. Someone borrowed something without permission	5.726	9	0.7670
18. Lots of deadlines to meet	13.871	9	0.1270
19. Noise disturbed you while trying to study	14.877	12	0.2482
20. Property stolen	11.330	6	0.0787

Table 7--Continued.

21. Couldn't find a parking space	51.096	12	0.0000*
22. You have a hard upcoming week	14.503	9	0.1055
23. Parents controlling with money	8.579	9	0.4770
24. Went into a test unprepared	29.129	9	0.0006*
25. Feel isolated	21.902	12	0.0386*
26. Lost something (especially wallet)	6.762	9	0.6619
27. Trying to decide on a major	36.608	12	0.0003*
28. Death of a pet	4.039	6	0.6714
29. Feel organized	24.538	12	0.0172*
30. Did worse than expected on test	23.286	9	0.0056*
31. Crammed for a test	10.243	6	0.1148
32. Had an interview	16.666	6	0.0106*
33. Maintaining a long-distance boy-/girlfriend	7.527	9	0.5825
34. Had projects, research papers due	17.180	9	0.0460*
35. Had confrontation with an authority figure	14.334	9	0.1109
36. Did badly on a test	40.288	9	0.0000*
37. Heard bad news	20.665	9	0.0142*
38. Parents getting a divorce	6.999	6	0.3209
39. Can't finish everything you needed to do	22.846	12	0.0291*
40. Dependent on other people	12.710	12	0.3904
41. Performed poorly at a task	11.017	9	0.2746
42. Having roommate conflicts	26.919	12	0.0079*
43. Bothered by having no social support of family	12.507	9	0.1862

Table 7--Continued.

44. Car/bike broke down, flat tire, etc.	28.000	6	0.0001*
45. Arguments, conflict of values with friends	16.560	9	0.0561
46. Got a traffic ticket	13.596	9	0.1375
47. Working while in school	34.991	12	0.0005*
48. Lack of money	23.332	12	0.0250*
49. Missed your period and waiting	6.358	6	0.3843
50. Dealt with incompetence at Registrar's office	9.738	6	0.1361
51. Fought with boy-/girlfriend	8.939	9	0.4429
52. Coping with addictions	16.991	12	0.1499
53. Applying for a job	27.397	9	0.0012*
54. No sleep	25.809	12	0.0114*
55. Thoughts about future	13.898	9	0.1260
56. Sick, injury	12.330	9	0.1953
57. Had a class presentation	45.014	9	0.0000*
58. Thought about unfinished work	24.962	12	0.0150*
59. Sat through a boring class	7.897	9	0.5446
60. Talked with a professor	12.407	12	0.4135
61. Can't concentrate	24.628	12	0.0167*
62. Someone broke a promise	14.081	9	0.1195
63. Got to class late	6.897	12	0.8643
64. Bad haircut today	16.121	9	0.0644
65. Checkbook didn't balance	11.366	12	0.4978
66. Visit from a relative or friend	15.444	12	0.2180

Table 7--Continued.

67. Holiday	15.667	9	0.0742
68. Problem with your computer	16.086	9	0.0651
69. Felt some peer pressure	27.142	9	0.0013*
70. Someone did a pet peeve of yours	23.541	12	0.0235*
71. Change of environment (New doctor, dentist, etc.)	8.181	9	0.5160
72. No time to eat	14.840	12	0.2503
73. Favorite sporting team lost	8.466	9	0.4879
74. Job requirements changed	28.423	9	0.0008*
75. Living with boy-/girlfriend	12.436	6	0.0529
76. Felt need for transportation	31.078	12	0.0027*
77. You have a hangover	19.552	9	0.0209*
78. Problem with getting home from the bar when drunk	6.962	6	0.3243
79. Used a fake ID	12.337	6	0.0549
80. No sex in a while	15.147	12	0.2335
81. Someone cut ahead of you in line	16.268	9	0.0615
82. Decision to have sex on your mind	26.173	12	0.0101*
83. Exposed to upsetting TV show, book or movie	21.363	12	0.0453*

*$p<.05$.

Tables 8-40 give the contingency tables. The figures in parentheses in these tables give the percentage of column totals.

Variable 3: *Stayed up late writing a paper*. Table 8 indicates that freshman students have a tendency to experience stress more frequently than sophomore, junior, and senior students when they stay up late writing a paper.

Variable 5: *Registration for classes*. Table 9 indicates that freshman and senior students report greater frequency of stress than the other class groups due to registration for classes.

Variable 6: *It's finals week*. Table 10 indicates that freshman and sophomore students report greater frequency of occurrence of stress due to finals week than do juniors and seniors.

Variable 8: *Applying to graduate school*. Table 11 indicates that senior students report a much greater frequency of stress due to applying to graduate school than the other class groups. This is only to be expected.

Variable 9: *Can't understand your professor*. Table 12 indicates that freshman students report greater frequency of occurrence of stress from not being able to understand their professor(s) than the other class groups. Seniors express much lower frequency than sophomores and juniors.

Variable 12: *Assignments in all classes due the same day*. Table 13 indicates that junior students report more frequent occurrence of stress than freshman, sophomore, or senior students when assignments in all classes are due the same day. Also, freshman and sophomore students report more frequent occurrence of stress than

TABLE 8

HYPOTHESIS 1, VARIABLE 3, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	10 (9.5)	11 (10.5)	9 (8.6)	9 (8.6)	39
1	16 (15.2)	30 (28.6)	32 (30.5)	44 (41.9)	122
2	52 (49.5)	48 (45.7)	42 (40.0)	40 (38.1)	182
3,4	27 (25.7)	16 (15.2)	22 (21.0)	12 (11.4)	77
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 9

HYPOTHESIS 1, VARIABLE 5, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0,1	93 (88.6)	101 (96.2)	101 (96.2)	91 (86.7)	386
2	6 (5.7)	2 (1.9)	4 (3.8)	9 (8.6)	21
3,4	6 (5.7)	2 (1.9)	0 (0.0)	5 (4.8)	13
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 10

HYPOTHESIS 1, VARIABLE 6, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
1	87 (82.9)	90 (85.7)	88 (83.8)	85 (81.0)	350
2	4 (3.8)	3 (2.9)	10 (9.5)	13 (12.4)	30
3,4	14 (13.3)	12 (11.4)	7 (6.7)	7 (6.7)	40
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 11

HYPOTHESIS 1, VARIABLE 8, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	92 (87.6)	89 (84.8)	65 (61.9)	52 (49.5)	298
1,2	7 (6.7)	11 (10.5)	32 (30.5)	36 (34.3)	86
3,4	6 (5.7)	5 (4.8)	8 (7.6)	17 (16.2)	36
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 12

HYPOTHESIS 1, VARIABLE 9, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	17 (16.2)	9 (8.6)	13 (12.4)	24 (22.9)	63
1	23 (21.9)	42 (40.0)	31(29.5)	36 (34.3)	132
2	18 (17.1)	21 (20.0)	25 (23.8)	24 (22.9)	88
3	35 (33.3)	27 (25.7)	29 (27.6)	19 (18.1)	110
4	12 (11.4)	6 (5.7)	7 (6.7)	2 (1.9)	27
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 13

HYPOTHESIS 1, VARIABLE 12, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	14 (13.3)	6 (5.7)	4 (3.8)	5 (4.8)	29
1	27 (25.7)	23 (21.9)	30 (28.6)	34 (32.4)	114
2	41 (39.0)	56 (53.3)	43 (41.0)	52 (49.5)	192
3,4	23 (21.9)	20 (19.0)	28 (26.7)	14 (13.3)	85
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

senior students.

Variable 21: *Couldn't find a parking space*. Table 14 indicates that junior students report a greater frequency of stress than the other class groups when they are not able to find a parking space. Also sophomores and seniors report a greater frequency of stress than freshmen.

Variable 24: *Went into a test unprepared.* Table 15 indicates that freshman students report greater frequency of occurrence of stress when they go into a test unprepared.

Variable 25: *Feel isolated.* Table 16 indicates that freshman students report a greater tendency to feel isolated than the other class groups.

Variable 27: *Trying to decide on a major*. Table 17 indicates that freshman students report a much greater frequency of occurrence of stress than the other class groups concerning trying to decide on a major. As would be expected, the frequency decreases as class level increases.

Variable 29: *Feel organized.* Table 18 indicates that senior students report more frequent occurrence of stress than the other classes of students when they feel organized.

Variable 30: *Did worse than expected on test*. Table 19 indicates that freshman students report more frequent occurrence of stress than the other class group of students when they perform worse than expected on a test.

Variable 32: *Had an interview*. Table 20 indicates that there is a tendency for senior students to report more frequent stress than the other class groups when they

TABLE 14

HYPOTHESIS 1, VARIABLE 21, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	43 (41.0)	22 (21.0)	14 (13.3)	21 (20.0)	100
1	22 (21.0)	16 (15.2)	18 (17.1)	21 (20.0)	77
2	12 (11.4)	22 (21.0)	9 (8.6)	26 (24.8)	69
3	18 (17.1)	22 (21.0)	27 (25.7)	19 (18.1)	86
4	10 (9.5)	23 (21.9)	37 (35.2)	18 (17.1)	88
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 15

HYPOTHESIS 1, VARIABLE 24, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	19 (18.1)	21 (20.0)	20 (19.0)	36 (34.3)	96
1	36 (34.3)	39 (37.1)	51 (48.6)	47 (44.8)	173
2	34 (32.4)	33 (31.4)	27 (25.7)	10 (9.5)	104
3,4	16 (15.2)	12 (11.4)	7 (6.7)	12 (11.4)	47
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 16

HYPOTHESIS 1, VARIABLE 25, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	35 (33.3)	32 (30.5)	23 (21.9)	33 (31.4)	123
1	22 (21.0)	44 (41.9)	38 (36.2)	38 (36.2)	142
2	22 (21.0)	16 (15.2)	26 (24.8)	17 (16.2)	81
3	13 (12.4)	10 (9.5)	10 (9.5)	12 (11.4)	45
4	13 (12.4)	3 (2.9)	8 (7.6)	5 (4.8)	29
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 17

HYPOTHESIS 1, VARIABLE 27, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	38 (26.2)	49 (46.7)	44 (41.9)	64 (61.0)	195
1	33 (31.4)	40 (38.1)	46 (43.8)	33 (31.4)	152
2	11 (10.5)	6 (5.7)	9 (8.6)	3 (2.9)	29
3	11 (10.5)	3 (2.9)	3 (2.9)	4 (3.8)	21
4	12 (11.4)	7 (6.7)	3 (2.9)	1 (1.0)	23
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 18

HYPOTHESIS 1, VARIABLE 29, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	20 (19.0)	7 (5.7)	11 (10.5)	18 (17.1)	56
1	15 (14.3)	18 (17.1)	31 (29.5)	15 (14.3)	79
2	23 (21.9)	32 (30.5)	27 (25.7)	25 (23.8)	107
3	26 (24.8)	24 (22.9)	16 (15.2)	17 (16.2)	83
4	21 (20.0)	24 (22.9)	20 (19.0)	30 (28.6)	95
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 19

HYPOTHESIS 1, VARIABLE 30, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	10 (9.5)	3 (2.9)	4 (3.8)	8 (7.6)	25
1	28 (26.7)	46 (43.8)	37 (35.2)	55 (52.4)	166
2	52 (49.5)	45 (42.9)	55 (52.4)	34 (32.4)	186
3,4	15 (14.3)	11 (10.5)	9 (8.6)	8 (7.6)	43
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 20

HYPOTHESIS 1, VARIABLE 32, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Junior	Seniors	Total
0	44 (41.9)	31 (29.5)	30 (28.6)	21 (20.0)	126
1,2	50 (47.6)	63 (60.0)	60 (57.1)	61 (58.1)	234
3,4	11 (10.5)	11 (10.5)	15 (14.3)	23 (21.9)	60
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a .month; 3 = at least once a week; 4 = almost daily.

have an interview.

Variable 34: *Had projects, research papers due*. Table 21 indicates that freshman and junior students report more frequent stress than the other classes when they have projects or research papers due.

Variable 36: *Did badly on a test*. Table 22 indicates that freshman students report more frequent stress than the other class groups when they did badly on a test. Also, sophomores experience this stress more often than juniors or seniors.

Variable 37: *Heard bad news*. Table 23 indicates that freshman students experience more frequent occurrence of stress than the other class groups when they hear bad news.

Variable 39: *Can't finish everything you needed to do*. Table 24 indicates that both senior and junior students report more frequent occurrence of stress than freshman and sophomore students, when they cannot finish everything they needed to do.

TABLE 21

HYPOTHESIS 1, VARIABLE 34, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	9 (8.6)	5 (4.8)	8 (7.6)	7 (6.7)	29
1	24 (22.9)	30 (28.6)	20 (19.0)	39 (37.1)	113
2	42 (40.0)	52 (49.5)	51 (48.6)	45 (42.9)	190
3,4	30 (28.6)	18 (17.1)	26 (24.8)	14 (13.3)	88
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 22

HYPOTHESIS 1, VARIABLE 36, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	9 (8.6)	6 (5.7)	9 (8.6)	10 (9.5)	34
1	32 (30.5)	53 (50.5)	62 (59.0)	70 (66.7)	217
2	47 (44.8)	36 (34.3)	31 (29.5)	19 (18.1)	133
3,4	17 (16.2)	10 (9.5)	3 (2.9)	6 (5.7)	36
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 23

HYPOTHESIS 1, VARIABLE 37, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	11 (10.5)	9 (8.6)	10 (9.5)	11 (10.5)	41
1	34 (32.4)	49 (46.7)	46 (43.8)	60 (57.1)	189
2	36 (34.3)	34 (32.4)	39 (37.1)	22 (21.0)	131
3,4	24 (22.9)	13 (12.4)	10 (9.5)	12 (11.4)	59
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 24

HYPOTHESIS 1, VARIABLE 39, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	14 (13.3)	11 (10.5)	6 (5.7)	22 (21.0)	53
1	32 (30.5)	30 (28.6)	28 (26.7)	24 (22.9)	114
2	24 (22.9)	34 (32.4)	24 (22.9)	24 (22.9)	106
3	23 (21.9)	21 (20.0)	27 (25.7)	16 (15.2)	87
4	12 (11.4)	9 (8.6)	20 (19.0)	19 (18.1)	60
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Variable 42: *Having roommate conflicts.* Table 25 indicates that sophomore students report a more frequent occurrence of stress than the other class groups when they are having roommate conflicts.

Variable 44: *Car/bike broke down, flat tire, etc.* Table 26 indicates that freshman students experience stress less frequently than other class groups when their car/bike breaks down, flat tire, etc.

Variable 47: *Working while in school.* Table 27 indicates that junior and sophomore students experience stress more frequently when working while in school than freshman or senior students.

Variable 48: *Lack of money.* Table 28 indicates that senior students report more frequent occurrence of stress than the other class groups when they lack money. The rate of occurrence increases with increasing class level.

Variable 53: *Applying for a job.* Table 29 indicates that senior students report more frequent occurrence of stress than the other class groups when applying for a job.

Variable 54: *No sleep.* Table 30 indicates that freshmen and senior students report a greater frequency stress than the other two classes when they receive no sleep.

Variable 57: *Had a class presentation.* Table 31 indicates that senior students experience stress more frequently than the other class groups when they have a class presentation.

Variable 58: *Thought about unfinished work.* Table 32 indicates that there

TABLE 25

HYPOTHESIS 1, VARIABLE 42, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	44 (41.9)	22 (21.0)	40 (38.1)	38 (36.2)	144
1	29 (27.6)	24 (22.9)	28 (26.7)	28 (26.7)	109
2	10 (9.5)	29 (27.6)	14 (13.3)	18 (17.1)	71
3	14 (13.3)	11 (10.5)	9 (8.6)	12 (11.4)	46
4	8 (7.6)	19 (18.1)	14 (13.3)	9 (8.6)	50
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 26

HYPOTHESIS 1, VARIABLE 44, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomore	Junior	Seniors	Total
0	61 (58.1)	37 (35.2)	33 (31.4)	31 (29.5)	162
1,2	28 (26.7)	55 (52.4)	59 (56.2)	57 (54.3)	199
3,4	16 (15.2)	13 (12.4)	13 (12.4)	17 (16.2)	59
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 27

HYPOTHESIS 1, VARIABLE 47, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	36 (34.3)	25 (23.8)	22 (21.0)	17 (16.2)	100
1	14 (13.3)	7 (6.7)	6 (5.7)	15 (14.3)	42
2	4 (3.8)	4 (3.8)	3 (2.9)	13 (12.4)	24
3	25 (23.8)	23 (21.9)	25 (23.8)	28 (26.7)	101
4	26 (24.8)	46 (43.8)	49 (46.7)	32 (30.5)	153
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 28

HYPOTHESIS 1, VARIABLE 48, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	25 (23.8)	12 (11.4)	15 (14.3)	24 (22.9)	76
1	17 (16.2)	22 (21.0)	25 (23.8)	18 (17.1)	82
2	25 (23.8)	25 (23.8)	17 (16.2)	13 (12.4)	80
3	18 (17.1)	23 (21.9)	17 (16.2)	13 (12.4)	71
4	20 (19.0)	23 (21.9)	31 (29.5)	37 (35.2)	111
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 29

HYPOTHESIS 1, VARIABLE 53, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	47 (44.8)	31 (29.5)	36 (34.3)	28 (26.7)	142
1	45 (42.9)	63 (60.0)	55 (52.4)	48 (45.7)	211
2	12 (11.4)	6 (5.7)	7 (6.7)	16 (15.2)	41
3,4	1 (1.0)	5 (4.8)	7 (6.7)	13 (12.4)	26
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 30

HYPOTHESIS 1, VARIABLE 54, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	14 (13.3)	14 (13.4)	20 (19.0)	7 (6.7)	55
1	20 (19.0)	28 (26.7)	30 (28.6)	31 (29.5)	109
2	22 (21.0)	27 (25.7)	19 (18.1)	30 (28.6)	98
3	32 (30.5)	28 (26.7)	24 (22.9)	15 (14.3)	99
4	17 (16.2)	8 (7.6)	12 (11.4)	22 (21.0)	59
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 31

HYPOTHESIS 1, VARIABLE 57, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	39 (37.1)	16 (15.2)	10 (9.5)	11 (10.5)	76
1	45 (42.9)	59 (56.2)	61 (58.1)	54 (51.4)	219
2	16 (15.2)	27 (25.7)	27 (25.7)	26 (24.8)	96
3,4	5 (4.8)	3 (2.9)	7 (6.7)	14 (13.3)	29
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 32

HYPOTHESIS 1, VARIABLE 58, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	14 (13.3)	9 (8.6)	3 (2.9)	3 (2.9)	29
1	19 (18.1)	27 (25.7)	12 (11.4)	24 (22.9)	82
2	20 (19.0)	24 (22.9)	29 (27.6)	27 (25.7)	100
3	26 (24.8)	28 (26.7)	29 (27.6)	24 (22.9)	107
4	26 (24.8)	17 (16.2)	32 (30.5)	27 (25.7)	102
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

is a tendency for junior students to experience stress more frequently than the other class groups when they have thoughts about unfinished work.

Variable 61: *Can't concentrate*. Table 33 indicates that freshman students report a greater frequency of occurrence of stress than the other class groups when they cannot concentrate. Juniors experience this stress more frequently than sophomores or seniors.

Variable 69: *Felt some peer pressure*. Table 34 indicates that there is a tendency for freshman students to experience stress more frequently than the other class groups when they feel some peer pressure followed by junior students.

Variable 70: *Someone did a pet peeve of yours*. Table 35 indicates that junior students report more frequent occurrence of stress than the other class groups when someone does a pet peeve concerning them. Senior students reported the least frequent occurrence of stress.

Variable 74: *Job requirements changed*. Table 36 indicates that senior students report more frequent occurrence of stress than the other class groups when their job requirements change.

Variable 76: *Felt need for transportation*. Table 37 indicates that freshman students report more frequent occurrence of stress than the other class groups when they feel the need for transportation. Also, sophomores report more frequent occurrence of stress concerning this variable than junior and senior students.

Variable 77: *You have a hangover*. Table 38 indicates that there is a tendency for the freshman students to experience stress more frequently than the other

TABLE 33

HYPOTHESIS 1, VARIABLE 61, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	10 (9.5)	7 (6.7)	2 (1.9)	10 (9.5)	29
1	18 (17.1)	19 (18.1)	21 (20.0)	21 (20.0)	79
2	16 (15.2)	30 (28.6)	27 (25.7)	34 (32.4)	107
3	33 (31.4)	35 (33.3)	34 (32.4)	31 (29.5)	133
4	28 (26.7)	14 (13.3)	21 (20.0)	9 (8.6)	72
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 34

HYPOTHESIS 1, VARIABLE 69, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	24 (22.9)	27 (25.7)	26 (24.8)	46 (43.8)	23
1	41 (39.0)	40 (38.1)	38 (36.2)	37 (35.2)	156
2	23 (21.9)	32 (30.5)	30 (28.6)	11 (10.5)	96
3,4	17 (16.2)	6 (5.7)	11 (10.5)	11 (10.5)	45
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 35

HYPOTHESIS 1, VARIABLE 70, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	21 (20.0)	14 (13.3)	10 (9.5)	30 (28.6)	75
1	22 (21.0)	31 (29.5)	26 (24.8)	29 (27.6)	108
2	35 (33.3)	29 (27.6)	27 (25.7)	21 (20.0)	112
3	16 (15.2)	19 (18.1)	27 (25.7)	17 (16.2)	79
4	11 (10.5)	12 (11.4)	15 (14.3)	8 (7.6)	46
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 36

HYPOTHESIS 1, VARIABLE 74, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	69 (65.7)	52 (49.5)	44 (41.9)	44 (41.9)	209
1	23 (21.9)	41 (39.0)	41 (39.9)	39 (37.1)	144
2	12 (11.4)	9 (8.6)	16 (15.2)	11 (10.5)	48
3,4	1 (1.0)	3 (2.9)	4 (3.8)	11 (10.5)	19
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 37

HYPOTHESIS 1, VARIABLE 76, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	43 (41.0)	55 (52.4)	60 (57.1)	71 (67.6)	229
1	16 (15.2)	21 (20.0)	21 (20.0)	19 (18.1)	77
2	17 (16.2)	8 (7.6)	11 (10.5)	8 (7.6)	44
3	13 (12.4)	11 (10.5)	8 (7.6)	2 (1.9)	34
4	16 (15.2)	10 (9.5)	5 (4.8)	5 (4.8)	36
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 38

HYPOTHESIS 1, VARIABLE 77, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	48 (45.7)	43 (41.0)	51 (48.6)	65 (61.9)	207
1	25 (23.8)	42 (40.0)	32 (30.5)	25 (23.8)	124
2	20 (19.0)	15 (14.3)	13 (12.4)	10 (9.5)	58
3,4	12 (11.4)	5 (4.8)	9 (8.6)	5 (4.8)	31
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

class groups when they have a hangover.

Variable 82: *Decision to have sex on your mind.* Table 39 indicates that freshman students report a greater frequent occurrence of stress than the other class groups when the decision to have sex is on their mind, followed by senior students.

Variable 83: *Exposed to upsetting TV show, book or movie.* Table 40 indicates that freshman students report more frequent occurrence of stress than the other class groups when they are exposed to an upsetting TV show, book or movie.

Null Hypothesis 2 states: There are no significant differences in frequency of occurrence of sources of stress between male and female students at Grand Valley State University as measured by the USQ.

Table 41 gives the results of the chi-square analysis for all 83 variables. Of these 83 variables, only 18 had significant chi-square values. Tables 42-59 give the contingency tables. These are presented below

Variable 8: *Applying to graduate school.* Table 42 indicates that this stressor is experienced somewhat more frequently by males than by females.

Variable 10: *Victim of a crime.* Table 43 indicates that this stressor is experienced more frequently by males than females.

Variable 19: *Noise disturbed you while trying to study.* Table 44 indicates that there is a tendency for female students to experience stress more frequently than male students when noise disturbs them while they are trying to study.

Variable 22: *You have a hard upcoming week.* Table 45 indicates that male students report slightly more frequent occurrence of stress than female students when they

TABLE 39

HYPOTHESIS 1, VARIABLE 82, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	33 (31.4)	35 (33.3)	38 (36.2)	37 (35.2)	143
1	28 (26.7)	17 (16.2)	30 (28.6)	22 (21.0)	97
2	13 (12.4)	26 (24.8)	10 (9.5)	12 (11.4)	61
3	7 (6.7)	11 (10.5)	10 (9.5)	20 (19.0)	48
4	24 (22.9)	16 (15.2)	17 (16.2)	14 (13.3)	71
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 40

HYPOTHESIS 1, VARIABLE 83, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	40 (38.1)	25 (23.8)	22 (21.0)	29 (27.6)	116
1	27 (25.7)	47 (44.8)	42 (40.0)	42 (40.0)	158
2	18 (17.1)	24 (22.9)	27 (25.7)	20 (19.0)	89
3	13 (12.4)	6 (5.7)	10 (9.5)	6 (5.7)	35
4	7 (6.7)	3 (2.9)	4 (3.8)	8 (7.6)	22
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 41

CHI-SQUARE ANALYSIS FOR GENDER: HYPOTHESIS 2

Variable	X^2	df	p
1. Someone you expected to call didn't	0.085	3	0.8374
2. Death of family member or friend	4.151	2	0.1255
3. Stayed up late writing a paper	3.561	3	0.3129
4. Had lots of tests	4.101	2	0.1287
5. Registration for classes	2.420	3	0.4900
6. It's finals week	2.129	3	0.5461
7. Trying to get into your major or college	0.348	4	0.9865
8. Applying to graduate school	8.970	3	0.0297*
9. Can't understand your professor	6.757	4	0.1493
10. Victim of a crime	9.878	2	0.0072*
11. Erratic schedule	9.017	4	0.0607
12. Assignments in all classes due the same day	8.791	4	0.0685
13. Ran out of typewriter ribbon	3.510	3	0.3194
14. Breaking up with boy-/girlfriend	0.564	3	0.9045
15. Had to ask for money	4.998	4	0.2875
16. Found out boy-/girlfriend cheated on you	0.303	2	0.8594
17. Someone borrowed something without permission	3.370	4	0.4979
18. Lots of deadlines to meet	8.693	4	0.0692
19. Noise disturbed you while trying to study	11.635	4	0.0203*
20. Property stolen	6.673	3	0.0831

Table 41--Continued.

21. Couldn't find a parking space	0.498	4	0.9737
22. You have a hard upcoming week	15.908	4	0.0031*
23. Parents controlling with money	7.069	4	0.1323
24. Went into a test unprepared	5.114	3	0.1636
25. Feel isolated	0.956	4	0.9164
26. Lost something (especially wallet)	1.367	3	0.7133
27. Trying to decide on a major	3.183	4	0.5277
28. Death of a pet	1.848	2	0.3968
29. Feel organized	3.172	4	0.5295
30. Did worse than expected on test	1.850	4	0.7633
31. Crammed for a test	5.013	4	0.2860
32. Had an interview	4.447	3	0.2171
33. Maintaining a long-distance boy-/girlfriend	7.686	4	0.1038
34. Had projects, research papers due	2.726	4	0.6047
35. Had confrontation with an authority figure	9.046	3	0.0287*
36. Did badly on a test	4.882	4	0.2996
37. Heard bad news	3.710	4	0.4467
38. Parents getting a divorce	5.188	3	0.1586
39. Can't finish everything you needed to do	8.909	4	0.0634
40. Dependent on other people	5.425	4	0.2464
41. Performed poorly at a task	3.553	4	0.4699
42. Having roommate conflicts	6.501	4	0.1648
43. Bothered by having no social support of family	4.522	3	0.2104

Table 41--Continued.

44. Car/bike broke down, flat tire, etc.	6.937	3	0.0739
45. Arguments, conflict of values with friends	1.784	3	0.6183
46. Got a traffic ticket	6.174	3	0.1034
47. Working while in school	6.669	4	0.1544
48. Lack of money	4.189	4	0.3811
49. Missed your period and waiting	50.740	3	0.0000*
50. Dealt with incompetence at Registrar's office	10.602	3	0.0141*
51. Fought with boy-/girlfriend	3.900	3	0.2725
52. Coping with addictions	4.975	4	0.2899
53. Applying for a job	4.197	3	0.2410
54. No sleep	2.630	4	0.6215
55. Thoughts about future	3.864	4	0.4247
56. Sick, injury	5.906	4	0.2063
57. Had a class presentation	10.202	4	0.0372*
58. Thought about unfinished work	23.439	4	0.0001*
59. Sat through a boring class	1.432	4	0.8387
60. Talked with a professor	4.112	4	0.3911
61. Can't concentrate	15.090	4	0.0045*
62. Someone broke a promise	4.942	4	0.2933
63. Got to class late	2.606	4	0.6258
64. Bad haircut today	5.463	4	0.2430
65. Checkbook didn't balance	3.923	4	0.4165
66. Visit from a relative or friend	4.760	4	0.3129

Table 41--Continued.

67. Holiday	3.986	3	0.2629
68. Problem with your computer	9.327	3	0.0252*
69. Felt some peer pressure	0.452	3	0.9292
70. Someone did a pet peeve of yours	3.402	4	0.4929
71. Change of environment (New doctor, dentist, etc.)	1.597	3	0.6601
72. No time to eat	0.866	4	0.9293
73. Favorite sporting team lost	53.793	4	0.0000*
74. Job requirements changed	5.083	3	0.1658
75. Living with boy-/girlfriend	9.992	3	0.0186*
76. Felt need for transportation	3.331	4	0.5040
77. You have a hangover	17.242	4	0.0017*
78. Problem with getting home from the bar when drunk	23.264	3	0.0000*
79. Used a fake ID	10.604	2	0.0050*
80. No sex in a while	13.770	4	0.0081*
81. Someone cut ahead of you in line	3.355	4	0.5003
82. Decision to have sex on your mind	39.673	4	0.0000*
83. Exposed to upsetting TV show, book or movie	1.824	4	0.7680

*p<.05.

TABLE 42

HYPOTHESIS 2, VARIABLE 8, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	126 (64.0)	172 (77.1)	298
1	51 (25.9)	35 (15.7)	86
2	8 (4.1)	6 (2.7)	14
3,4	12 (6.1)	10 (4.5)	22
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 43

HYPOTHESIS 2, VARIABLE 10, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	126 (64.0)	172 (77.1)	298
1,2	56 (28.4)	44 (19.7)	100
3,4	15 (7.6)	7 (3.1)	22
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 44

HYPOTHESIS 2, VARIABLE 19, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	27 (13.7)	12 (5.4)	39
1	49 (24.9)	52 (23.3)	101
2	46 (23.4)	47 (21.1)	93
3	47 (23.9)	71 (31.8)	118
4	28 (14.2)	41 (18.4)	69
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 45

HYPOTHESIS 2, VARIABLE 22, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	14 (7.1)	3 (1.3)	17
1	39 (19.8)	32 (14.3)	71
2	88 (44.7)	132 (59.2)	220
3	42 (21.3)	46 (20.6)	88
4	14 (7.1)	10 (4.5)	24
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

have a hard upcoming week.

Variable 35: *Had confrontation with an authority figure*. Table 46 indicates that male students report more frequent occurrence of stress than female students when they have a confrontation with an authority figure.

Variable 49: *Missed your period and waiting*. Table 47 indicates that there is a slight tendency for males to experience stress more frequently than females concerning missed your period and waiting. It is important to note that the responses of males are more spread throughout the response categories. A greater proportion of males than females indicated that they never experience this source of stress. However, a greater proportion of males than females checked the two most frequent categories.

Variable 50: *Dealt with incompetence at Registrar's office*. Table 48 indicates that male students have a tendency to experience stress more frequently than female students when they deal with incompetence at the Registrar's office.

Variable 57: *Had a class presentation*. Table 49 indicates that the male students report slightly more frequent occurrence of stress than the female students when they have a class presentation.

Variable 58: *Thought about unfinished work*. Table 50 indicates that female students have a tendency to experience stress more frequently than male students when they have thoughts about unfinished work.

Variable 61: *Can't concentrate*. Table 51 indicates that female students have a tendency to experience stress somewhat more frequently than male students when they cannot concentrate.

TABLE 46

HYPOTHESIS 2, VARIABLE 35, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	65 (33.0)	83 (37.2)	148
1	91 (46.2)	112 (50.2)	203
2	21 (10.7)	21 (9.4)	42
3,4	20 (10.2)	7 (3.1)	27
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 47

HYPOTHESIS 2, VARIABLE 49, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	166 (84.3)	129 (57.8)	295
1	13 (6.6)	78 (35.0)	91
2	6 (3.0)	8 (3.6)	14
3,4	12 (6.1)	8 (3.6)	20
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 48

HYPOTHESIS 2, VARIABLE 50, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	109 (55.3)	126 (56.5)	235
1	55 (27.9)	81 (36.3)	136
2	22 (11.2)	10 (4.5)	32
3,4	11 (5.6)	6 (2.7)	17
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 49

HYPOTHESIS 2, VARIABLE 57, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	27 (13.7)	49 (22.0)	76
1	115 (58.4)	104 (46.6)	219
2	41 (20.8)	55 (24.7)	96
3	5 (2.5)	10 (4.5)	15
4	9 (4.6)	5 (2.2)	14
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 50

HYPOTHESIS 2, VARIABLE 58, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	20 (10.2)	9 (4.0)	29
1	44 (22.3)	38 (17.0)	82
2	57 (28.9)	43 (19.3)	100
3	45 (22.8)	62 (27.8)	107
4	31 (15.7)	71 (31.8)	102
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 51

HYPOTHESIS 2, VARIABLE 61, CONTINGENCY TABLE
(Percentage in Parentheses)

Response	Males	Females	Total
0	17 (8.6)	12 (5.4)	29
1	49 (24.9)	30 (13.5)	79
2	38 (19.3)	69 (30.9)	107
3	58 (29.4)	75 (33.6)	133
4	35 (17.8)	37 (16.6)	72
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Variable 68: *Problem with your computer*. Table 52 indicates that male students report somewhat more frequent occurrence of stress than female students when they have problems with their computer.

Variable 73: *Favorite sporting team lost*. Table 53 indicates that male students report more frequent occurrence of stress than female students when their favorite sporting team lost.

Variable 75: *Living with boy-/girlfriend*. Table 54 indicates that male students report stress more frequently than female students when they are living with boy-/girlfriend.

Variable 77: *You have a hangover*. Table 55 indicates that male students report more frequent occurrence of stress than female students when they have a hangover.

Variable 78: *Problem with getting home from the bar when drunk*. Table 56 indicates that male students report more frequent occurrence of stress than female students when they have problems with getting home from the bar when drunk.

Variable 79: *Used a fake ID*. Table 57 indicates that male students report more frequent occurrence of stress than female students when they used a fake ID.

Variable 80: *No sex in a while*. Table 58 indicates that male students experience stress somewhat more frequently than female students when they had no sex in a while.

Variable 82: *Decision to have sex on your mind*. Table 59 indicates that male students report more frequent occurrence of stress than female students when decision to have sex was on their mind.

TABLE 52

HYPOTHESIS 2, VARIABLE 68, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	71 (36.0)	88 (39.5)	159
1	62 (31.5)	66 (29.6)	128
2	38 (19.3)	57 (25.6)	95
3,4	26 (13.2)	12 (5.4)	38
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 53

HYPOTHESIS 2, VARIABLE 73, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	61 (31.0)	133 (59.6)	194
1	50 (25.4)	57 (25.6)	107
2	45 (22.8)	23 (10.3)	68
3	32 (16.2)	5 (2.2)	37
4	9 (4.6)	5 (2.2)	14
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 54

HYPOTHESIS 2, VARIABLE 75, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	152 (77.2)	196 (87.9)	348
1,2	20 (10.2)	10 (4.5)	30
3	16 (8.1)	8 (3.6)	24
4	9 (4.6)	9 (4.0)	18
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 55

HYPOTHESIS 2, VARIABLE 77, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	87 (44.2)	120 (53.8)	207
1	56 (28.4)	68 (30.5)	124
2	29 (14.7)	29 (13.0)	58
3	15 (7.6)	5 (2.2)	20
4	10 (5.1)	1 (0.4)	11
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 56

HYPOTHESIS 2, VARIABLE 78, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	139 (70.6)	197 (88.3)	336
1	34 (17.3)	20 (9.0)	54
2	12 (6.1)	4 (1.8)	16
3,4	12 (6.1)	2 (0.9)	14
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 57

HYPOTHESIS 2, VARIABLE 79, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	152 (77.2)	191 (85.7)	343
1,2	20 (10.2)	23 (10.3)	43
3,4	25 (12.7)	9 (4.0)	34
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 58

HYPOTHESIS 2, VARIABLE 80, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	74 (37.6)	117 (52.5)	191
1	49 (24.9)	50 (22.2)	99
2	23 (11.7)	21 (9.4)	44
3	15 (7.6)	5 (2.2)	20
4	36 (18.3)	30 (13.5)	66
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 59

HYPOTHESIS 2, VARIABLE 82, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	44 (22.3)	99 (44.4)	143
1	44 (22.3)	53 (23.8)	97
2	27 (13.7)	34 (15.2)	61
3	30 (15.2)	18 (8.1)	48
4	52 (26.4)	19 (8.5)	71
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Null Hypothesis 3 states: There are no significant differences in frequency of occurrence of sources of stress among the research sample of ethnic groups at Grand Valley State University as measured by the USQ.

In order to obtain a minimum fe (expected frequency) greater than 5, only 3 categories of respondents could be used. They were Anglo Americans, African Americans, and Other. The group classified as Other was comprised of Asian American, Hispanic American, Native American, and students who checked the category "Other" on the demographic survey. Table 60 gives the results of the chi-square analysis for all 83 variables. Of these 83 variables only 17 had significant chi-square values. Tables 61-77 give the contingency tables. These are presented below.

Variable 1: *Someone you expected to call didn't.* Table 61 indicates that the African American students reported more frequent occurrence of stress than the Anglo American and Other students, when someone they expected to call didn't. Anglo Americans experienced this stress more frequently than "Other" students.

Variable 5: *Registration for classes.* Table 62 indicates that the Other students reported greater frequent occurrence of stress then the Anglo Americans and African Americans during registration for classes. Also, African Americans reported more frequent stress than Anglo Americans.

Variable 6: *It's finals week.* Table 63 indicates that African American students have a tendency to experience stress more frequently than Anglo Americans and Other group when it is finals week. Also, Other students experience stress more frequently than the Anglo American students.

Variable 9: *Can't understand your professor.* Table 64 indicates that the

TABLE 60

CHI-SQUARE ANALYSIS FOR RACE: HYPOTHESIS 3

Variable	X^2	df	p
1. Someone you expected to call didn't	9.541	4	0.0489*
2. Death of family member or friend	4.038	4	0.4009
3. Stayed up late writing a paper	8.037	6	0.2354
4. Had lots of tests	5.577	4	0.2330
5. Registration for classes	7.825	2	0.0200*
6. It's finals week	13.326	2	0.0013*
7. Trying to get into your major or college	5.882	4	0.2082
8. Applying to graduate school	5.580	4	0.2328
9. Can't understand your professor	17.130	6	0.0088*
10. Victim of a crime	10.137	4	0.0382*
11. Erratic schedule	8.642	6	0.1948
12. Assignments in all classes due the same day	2.291	4	0.6825
13. Ran out of typewriter ribbon	4.688	4	0.3208
14. Breaking up with boy-/girlfriend	3.810	4	0.4323
15. Had to ask for money	1.706	4	0.7897
16. Found out boy-/girlfriend cheated on you	5.476	4	0.2418
17. Someone borrowed something without permission	19.797	6	0.0030*
18. Lots of deadlines to meet	11.982	6	0.6240
19. Noise disturbed you while trying to study	12.343	6	0.5470
20. Property stolen	5.640	4	0.2277

Table 60--Continued.

21. Couldn't find a parking space	12.340	8	0.1367
22. You have a hard upcoming week	5.672	4	0.2250
23. Parents controlling with money	3.675	4	0.4517
24. Went into a test unprepared	4.866	6	0.5612
25. Feel isolated	15.464	6	0.0169*
26. Lost something (especially wallet)	9.238	4	0.0554
27. Trying to decide on a major	2.923	4	0.5709
28. Death of a pet	4.630	2	0.0988
29. Feel organized	2.231	8	0.9731
30. Did worse than expected on test	3.975	4	0.4094
31. Crammed for a test	1.959	4	0.7434
32. Had an interview	9.318	4	0.0536
33. Maintaining a long-distance boy-/girlfriend	3.320	4	0.5201
34. Had projects, research papers due	1.794	4	0.7736
35. Had confrontation with an authority figure	8.734	4	0.0681
36. Did badly on a test	4.293	2	0.1169
37. Heard bad news	5.755	4	0.2182
38. Parents getting a divorce	6.695	2	0.0352*
39. Can't finish everything you needed to do	6.450	8	0.5969
40. Dependent on other people	5.640	6	0.4647
41. Performed poorly at a task	2.964	4	0.5639
42. Having roommate conflicts	5.098	6	0.5313
43. Bothered by having no social support of family	11.102	4	0.0254*

Table 60--Continued.

44. Car/bike broke down, flat tire, etc.	2.494	4	0.6457
45. Arguments, conflict of values with friends	9.136	4	0.0578
46. Got a traffic ticket	2.610	4	0.6250
47. Working while in school	7.861	6	0.2485
48. Lack of money	8.514	8	0.3849
49. Missed your period and waiting	2.464	4	0.6512
50. Dealt with incompetence at Registrar's office	2.125	4	0.7128
51. Fought with boy-/girlfriend	3.535	4	0.4725
52. Coping with addictions	3.802	4	0.4335
53. Applying for a job	13.237	4	0.0102*
54. No sleep	6.243	8	0.6200
55. Thoughts about future	6.431	6	0.3767
56. Sick, injury	3.665	4	0.4533
57. Had a class presentation	9.204	4	0.0562
58. Thought about unfinished work	7.079	6	0.3130
59. Sat through a boring class	8.599	4	0.0720
60. Talked with a professor	3.149	6	0.7899
61. Can't concentrate	9.674	6	0.1391
62. Someone broke a promise	11.553	6	0.7270
63. Got to class late	23.352	6	0.0007*
64. Bad haircut today	2.962	4	0.5643
65. Checkbook didn't balance	5.055	4	0.2817
66. Visit from a relative or friend	5.610	6	0.4682

Table 60--Continued.

67. Holiday	17.324	4	0.0017*
68. Problem with your computer	5.546	4	0.2358
69. Felt some peer pressure	2.100	4	0.7173
70. Someone did a pet peeve of yours	5.793	6	0.4467
71. Change of environment (New doctor, dentist, etc.)	2.882	2	0.2367
72. No time to eat	8.088	6	0.2317
73. Favorite sporting team lost	6.963	4	0.1379
74. Job requirements changed	6.974	4	0.1373
75. Living with boy-/girlfriend	6.210	2	0.0448*
76. Felt need for transportation	11.197	4	0.0244*
77. You have a hangover	25.588	4	0.0000*
78. Problem with getting home from the bar when drunk	9.199	2	0.0101*
79. Used a fake ID	0.628	2	0.7307
80. No sex in a while	3.335	6	0.7658
81. Someone cut ahead of you in line	1.815	4	0.7697
82. Decision to have sex on your mind	5.048	6	0.5376
83. Exposed to upsetting TV show, book or movie	19.440	6	0.0035*

*$p<.05$.

TABLE 61

HYPOTHESIS 3, VARIABLE 1, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	154 (47.5)	23 (41.1)	23 (57.5)	200
2	116 (35.8)	17 (30.4)	15 (37.5)	148
3,4	54 (16.7)	16 (28.6)	2 (5.0)	72
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 62

HYPOTHESES 3, VARIABLE 5, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	304 (93.8)	49 (87.5)	33 (82.5)	386
2,3,4	20 (6.2)	7 (12.5)	7 (17.5)	34
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily

TABLE 63

HYPOTHESIS 3, VARIABLE 6, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	281 (86.7%)	38 (67.9)	31 (77.5)	350
2,3,4	43 (13.3%)	18 (32.1)	9 (22.5)	70
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 64

HYPOTHESIS 3, VARIABLE 9, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	45 (13.9)	12 (21.4)	6 (15.0)	63
1	109 (33.6)	7 (12.5)	16 (40.0)	132
2	70 (21.6)	9 (16.1)	9 (22.5)	88
3,4	100 (30.9)	28 (50.0)	9 (22.5)	137
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

African American students report more frequent occurrence of stress than Anglo American and Other students when they cannot understand their professor(s).

Variable 10: *Victim of a crime*. Table 65 indicates that the Other students have a tendency to experience more frequent stress than Anglo Americans and African Americans when they are victims of a crime.

Variable 17: *Someone borrowed something without permission*. Table 66 indicates that the Anglo American students report less frequent occurrence of stress than African Americans and Other students when someone borrowed something without permission.

Variable 25: *Feel isolated*. Table 67 indicates that African American students report more frequent occurrence of stress than Anglo American or Other students when they feel isolated.

Variable 38: *Parents getting a divorce*. Table 68 indicates that there is a tendency for Other students to experience stress more frequently than Anglo Americans and African Americans when their parents are getting a divorce. Also, African Americans experience more frequent stress than Anglo Americans.

Variable 43: *Bothered by having no social support of family*. Table 69 indicates that African American students report more frequent occurrence of stress than Anglo American and Other students as a result of being bothered by having no social support of family.

Variable 53: *Applying for a job*. Table 70 indicates that African American students report more frequent occurrence of stress than Anglo American and Other students when they are applying for a job.

TABLE 65

HYPOTHESIS 3, VARIABLE 10, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	227 (70.1)	47 (83.9)	24 (60.0)	298
1	82 (25.3)	7 (12.5)	11 (27.5)	100
2,3,4	15 (4.6)	2 (3.6)	5 (12.5)	22
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 66

HYPOTHESIS 3, VARIABLE 17, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	94 (29.0)	22 (39.3)	12 (30.0)	128
1	137 (42.3)	12 (21.4)	11 (27.5)	160
2	54 (16.7)	7 (12.5)	6 (15.0)	67
3,4	39 (12.0)	15 (26.8)	11 (27.5)	65
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 67

HYPOTHESIS 3, VARIABLE 25, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	89 (27.5)	18 (32.1)	16 (40.0)	123
1	119 (36.7)	9 (16.1)	14 (35.0)	142
2	64 (19.8)	12 (21.4)	5 (12.5)	81
3,4	52 (16.0)	17 (30.4)	5 (12.5)	74
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 68

HYPOTHESIS 3, VARIABLE 38, CONTINGENCY TABLE
(Percentage Give in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	269 (83.0)	42 (75.0)	27 (67.5)	338
2,3,4	55 (17.0)	14 (25.0)	13 (32.5)	82
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 69

HYPOTHESIS 3, VARIABLE 43, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	220 (67.9)	28 (50.0)	27 (67.5)	275
1,2	71 (21.9)	15 (26.8)	6 (15.0)	92
3,4	33 (10.2)	13 (23.2)	7 (17.5)	53
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 70

HYPOTHESIS 3, VARIABLE 53, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	113 (34.9%)	16 (28.6%)	13 (32.5%)	142
1,2	169 (52.2%)	22 (39.3%)	20 (50.0%)	211
3,4	42 (13.0%)	18 (32.1%)	7 (17.5%)	67
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Variable 63: *Got to class late*. Table 71 indicates that there is a tendency for African American students to experience stress more frequently than Anglo Americans and Other students when they get to class late.

Variable 67: *Holiday*. Table 72 indicates that African American students experience stress more frequently than Anglo Americans and Other students when a holiday comes about.

Variable 75: *Living with boy-/girlfriend*. Table 73 indicates that Anglo American students experience stress more frequently than African American and Other students when living with boy-/girlfriend. Also, African American students report more frequent stress than the Other students.

Variable 76: *Felt need for transportation*. Table 74 indicates that African American students reported more frequent occurrence of stress than Anglo American and Other students when they felt the need for transportation. Also, Anglo American students reported more frequent stress than the Other students.

Variable 77: *You have a hangover*. Table 75 indicates that Anglo American students report a more frequent occurrence of stress than African American and Other students when they had a hangover. Also, the Other students reported more frequent stress than the African American students.

Variable 78: *Problem with getting home from the bar when drunk*. Table 76 indicates that the Anglo American students report more frequent occurrence of stress than African American and Other students concerning problems associated with getting home from the bar when drunk. Also, the Other students reported more frequent stress

TABLE 71

HYPOTHESIS 3, VARIABLE 63, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	84 (25.9)	9 (16.1)	10 (25.0)	103
1	102 (31.5)	11 (19.6)	17 (42.5)	130
2	54 (16.7)	5 (8.9)	4 (10.0)	63
3,4	84 (25.9)	31 (55.4)	9 (22.5)	124
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 72

HYPOTHESIS 3, VARIABLE 67, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	44 (13.6)	17 (30.4)	8 (20.0)	69
1,2	206 (63.6)	20 (35.7)	22 (55.0)	248
3,4	74 (22.8)	19 (33.9)	10 (25.0)	103
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 73

HYPOTHESIS 3, VARIABLE 75, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	261 (80.6)	49 (87.5)	38 (95.0)	348
2,3,4	63 (19.4)	7 (12.5)	2 (5.0)	72
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 74

HYPOTHESIS 3, VARIABLE 76, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	182 (56.2)	26 (46.4)	21 (52.5)	229
1,2	56 (17.3)	8 (14.2)	13 (32.5)	77
3,4	86 (26.5)	22 (39.3)	6 (15.0)	114
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 75

HYPOTHESIS 3, VARIABLE 77, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	140 (43.2%)	44 (78.6%)	23 (57.5%)	207
1,2	105 (32.4%)	8 (14.3%)	11 (27.5%)	124
3,4	79 (24.4%)	4 (7.1%)	6 (15.0%)	89
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 76

HYPOTHESIS 3, VARIABLE 78, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	249 (76.9)	52 (92.9)	35 (87.5)	336
2,3,4	75 (23.1)	4 (7.1)	5 (12.5)	84
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

than the African American students.

Variable 83: *Exposed to upsetting TV show, book or movie*. Table 77 indicates that Other students report significantly less occurrence of stress than Anglo American and African American students in reference to being exposed to upsetting TV show, book, or movie. Also, Anglo American students report less frequent occurrence of stress than African American students.

TABLE 77

HYPOTHESIS 3, VARIABLE 83, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	82 (25.3)	18 (32.1)	16 (40.0)	116
1	129 (39.8)	11 (19.6)	18 (45.0)	158
2	69 (21.3)	14 (25.0)	6 (15.0)	89
3,4	44 (13.6)	13 (23.2)	0 (0.0)	57
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Null Hypothesis 4 states: There are no significant differences in frequency of occurrence of sources of stress between those students who have a declared major and those who do not have a declared major at Grand Valley State University as measured by the USQ.

Table 78 gives the results of the chi-square analysis for all 83 variables. Of these 83 variables only 6 had significant chi-square values. Tables 79-84 give the contingency tables. These are presented below.

Variable 18: *Lots of deadlines to meet*. Table 79 indicates that there is a tendency for students who do not have a declared major to experience stress slightly more frequently than students who have a declared major.

Variable 27: *Trying to decide on a major*. Table 80 indicates that students who do not have a declared major report more frequent occurrence of stress than students who have a declared major in reference to trying to decide on a major.

Variable 57: *Had a class presentation*. Table 81 indicates that students who do not have a declared major have a tendency to report less frequent occurrence of stress than students who do have a declared major concerning having a class presentation.

Variable 70: *Someone did a pet peeve of yours*. Table 82 indicates that students who have a declared major report more frequent occurrence of stress than students who do not have a declared major when someone does a pet peeve of theirs.

Variable 77: *You have a hangover*. Table 83 indicates that students who do not have a declared major report more frequent occurrence of stress than students with a declared major when they have a hangover.

TABLE 78

CHI-SQUARE ANALYSIS FOR MAJOR: HYPOTHESIS 4

Variable	X^2	df	p
1. Someone you expected to call didn't	2.283	2	0.3194
2. Death of family member or friend	0.292	1	0.5887
3. Stayed up late writing a paper	1.642	2	0.4400
4. Had lots of tests	0.093	2	0.9547
5. Registration for classes	0.101	1	0.7500
6. It's finals week	0.148	1	0.7003
7. Trying to get into your major or college	0.746	2	0.6887
8. Applying to graduate school	3.983	2	0.1365
9. Can't understand your professor	0.657	3	0.8832
10. Victim of a crime	0.226	1	0.6348
11. Erratic schedule	2.729	3	0.4353
12. Assignments in all classes due the same day	2.039	2	0.3607
13. Ran out of typewriter ribbon	0.821	1	0.3648
14. Breaking up with boy-/girlfriend	0.156	1	0.6927
15. Had to ask for money	0.708	2	0.7019
16. Found out boy-/girlfriend cheated on you	0.594	1	0.4408
17. Someone borrowed something without permission	1.811	3	0.6125
18. Lots of deadlines to meet	10.614	3	0.0140*
19. Noise disturbed you while trying to study	3.367	3	0.3384
20. Property stolen	0.189	2	0.9097

Table 78--Continued.

21. Couldn't find a parking space	4.567	4	0.3346
22. You have a hard upcoming week	0.312	2	0.8556
23. Parents controlling with money	1.109	2	0.5745
24. Went into a test unprepared	0.230	3	0.9726
25. Feel isolated	1.773	3	0.6208
26. Lost something (especially wallet)	1.884	2	0.3898
27. Trying to decide on a major	71.908	2	0.0000*
28. Death of a pet	0.138	1	0.7099
29. Feel organized	4.552	4	0.3365
30. Did worse than expected on test	0.083	2	0.9595
31. Crammed for a test	1.968	2	0.3738
32. Had an interview	0.765	2	0.6821
33. Maintaining a long-distance boy-/girlfriend	2.081	2	0.3534
34. Had projects, research papers due	0.401	2	0.8182
35. Had confrontation with an authority figure	2.866	2	0.2386
36. Did badly on a test	2.084	1	0.1489
37. Heard bad news	0.913	2	0.6336
38. Parents getting a divorce	0.933	1	0.3341
39. Can't finish everything you needed to do	0.839	4	0.9332
40. Dependent on other people	3.202	2	0.3616
41. Performed poorly at a task	1.554	2	0.4597
42. Having roommate conflicts	4.615	3	0.2022
43. Bothered by having no social support of family	4.323	2	0.1152

Table 78--Continued.

44. Car/bike broke down, flat tire, etc.	0.766	2	0.6818
45. Arguments, conflict of values with friends	0.368	2	0.8319
46. Got a traffic ticket	0.112	1	0.7379
47. Working while in school	0.132	3	0.9877
48. Lack of money	1.179	4	0.8816
49. Missed your period and waiting	0.145	1	0.7032
50. Dealt with incompetence at Registrar's office	0.635	1	0.4256
51. Fought with boy-/girlfriend	2.233	2	0.3275
52. Coping with addictions	2.650	2	0.2658
53. Applying for a job	2.835	2	0.2423
54. No sleep	2.903	4	0.5743
55. Thoughts about future	1.395	3	0.7067
56. Sick, injury	1.726	2	0.4220
57. Had a class presentation	15.194	2	0.0005*
58. Thought about unfinished work	2.761	3	0.4299
59. Sat through a boring class	3.440	2	0.1790
60. Talked with a professor	4.655	3	0.1989
61. Can't concentrate	1.758	3	0.6242
62. Someone broke a promise	2.473	3	0.4802
63. Got to class late	4.722	3	0.1933
64. Bad haircut today	0.480	2	0.7868
65. Checkbook didn't balance	0.655	2	0.7206
66. Visit from a relative or friend	4.076	3	0.2534

Table 78--Continued.

67. Holiday	0.753	2	0.6861
68. Problem with your computer	1.437	2	0.4875
69. Felt some peer pressure	0.763	2	0.6828
70. Someone did a pet peeve of yours	2.678	3	0.0000*
71. Change of environment (New doctor, dentist, etc.)	0.547	1	0.4596
72. No time to eat	4.230	3	0.2377
73. Favorite sporting team lost	0.063	2	0.9689
74. Job requirements changed	0.351	2	0.8390
75. Living with boy-/girlfriend	0.025	1	0.8755
76. Felt need for transportation	1.252	2	0.5348
77. You have a hangover	6.757	2	0.0341*
78. Problem with getting home from the bar when drunk	3.920	1	0.0477*
79. Used a fake ID	0.121	1	0.7274
80. No sex in a while	6.530	3	0.0885
81. Someone cut ahead of you in line	0.418	2	0.8114
82. Decision to have sex on your mind	3.799	3	0.2840
83. Exposed to upsetting TV show, book or movie	4.098	3	0.2511

*$p<.05$.

TABLE 79

HYPOTHESIS 4, VARIABLE 18, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	74 (19.3)	12 (32.4)	86
2	151 (39.4)	5 (13.5)	156
3	109 (28.5)	15 (40.5)	124
4	49 (12.8)	5 (13.5)	54
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 80

HYPOTHESIS 4, VARIABLE 27, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmajor	Total
0	186 (48.6)	9 (24.3)	195
1,2	149 (38.9)	3 (8.1)	152
3,4	48 (12.5)	25 (67.6)	73
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 81

HYPOTHESIS 4, VARIABLE 57, CONTINGENCY TABLE
(percentage Given in Parentheses)

Response	Declmajor	Undeclmajor	Total
0	61 (15.9)	15 (40.5)	76
1,2	202 (52.9)	17 (45.9)	219
3,4	120 (13.3)	5 (13.5)	125
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 82

HYPOTHESIS 4, VARIABLE 70, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	70 (18.3)	5 (13.5)	75
1	97 (25.3)	11 (29.7)	108
2	99 (25.8)	13 (35.1)	112
3,4	117 (30.5)	8 (21.6)	125
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 83

HYPOTHESIS 4, VARIABLE 77, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmajor	Total
0	193 (50.4)	14 (37.8)	202
1,2	115 (30.0)	9 (24.3)	124
3,4	75 (19.6)	14 (37.8)	89
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Variable 78: *Problem with getting home from the bar when drunk.* Table 84 indicates that students who do not have a declared major experience stress more frequently than students with a declared major concerning having problems with getting home from the bar when drunk.

TABLE 84

HYPOTHESIS 4, VARIABLE 78, CONTINGENCY TABLE
(Percentage Give in Parentheses)

Response	Declmajor	Undeclmajor	Total
0,1	311 (81.2)	15 (67.6)	336
2,3,4	72 (18.2)	12 (32.4)	84
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Null Hypothesis 5 states: There are no significant differences in frequency of occurrence of sources of stress between those students who live on campus and those who live off campus at Grand Valley State University as measured by the USQ.

Table 85 gives the results of the chi-square analysis for all 83 variables. Of these 83 variables only 20 had significant chi-square values. Tables 86-105 give the contingency tables. These are presented below.

Variable 8: *Applying to graduate school.* Table 86 indicates that students who live off campus report more frequent occurrence of stress than students who live on campus in reference to applying to graduate school.

Variable 9: *Can't understand your professor.* Table 87 indicates that students who live on campus report a tendency to experience stress more frequently than students who live off campus, when they cannot understand their professor(s).

Variable 15: *Had to ask for money.* Table 88 indicates that students who live off campus report slightly more frequent occurrence of stress than students who live on

campus when they had to ask for money.

Variable 21: *Couldn't find a parking space.* Table 89 indicates that students who live off campus report greater frequent occurrence of stress than students who live on campus when they could not find a parking space.

Variable 25: *Feel isolated.* Table 90 indicates that students who live on campus report somewhat more frequent occurrence of stress than students who live off campus in terms of feeling isolated.

TABLE 85

CHI-SQUARE ANALYSIS FOR LIVE: HYPOTHESIS 5

Variable	X^2	df	p
1. Someone you expected to call didn't	0.109	3	0.9907
2. Death of family member or friend	2.636	2	0.2677
3. Stayed up late writing a paper	4.088	3	0.2521
4. Had lots of tests	1.247	2	0.5362
5. Registration for classes	2.268	3	0.5187
6. It's finals week	3.471	3	0.3245
7. Trying to get into your major or college	6.466	4	0.1669
8. Applying to graduate school	22.844	3	0.0000*
9. Can't understand your professor	11.600	4	0.0206*
10. Victim of a crime	1.670	2	0.4339
11. Erratic schedule	6.420	4	0.1699
12. Assignments in all classes due the same day	5.230	4	0.2645
13. Ran out of typewriter ribbon	7.812	3	0.0501
14. Breaking up with boy-/girlfriend	4.899	3	0.1794
15. Had to ask for money	11.174	4	0.0247*
16. Found out boy-/girlfriend cheated on you	1.455	2	0.4830
17. Someone borrowed something without permission	1.677	4	0.7948
18. Lots of deadlines to meet	0.349	3	0.9865
19. Noise disturbed you while trying to study	7.666	4	0.1046
20. Property stolen	0.199	3	0.9777

Table 85--Continued.

21. Couldn't find a parking space	18.381	4	0.0010*
22. You have a hard upcoming week	5.073	4	0.2799
23. Parents controlling with money	4.528	4	0.3392
24. Went into a test unprepared	3.194	3	0.3626
25. Feel isolated	12.036	4	0.0171*
26. Lost something (especially wallet)	3.862	3	0.2768
27. Trying to decide on a major	6.530	4	0.1629
28. Death of a pet	0.847	2	0.6548
29. Feel organized	19.423	4	0.0006*
30. Did worse than expected on test	2.202	4	0.6987
31. Crammed for a test	6.047	4	0.1957
32. Had an interview	1.641	3	0.6500
33. Maintaining a long-distance boy-/girlfriend	12.284	4	0.0154*
34. Had projects, research papers due	5.307	4	0.2572
35. Had confrontation with an authority figure	6.471	3	0.0908
36. Did badly on a test	11.278	4	0.0236*
37. Heard bad news	8.805	4	0.0662
38. Parents getting a divorce	5.165	3	0.1601
39. Can't finish everything you needed to do	3.864	4	0.4248
40. Dependent on other people	3.710	4	0.4467
41. Performed poorly at a task	3.637	4	0.4573
42. Having roommate conflicts	3.597	4	0.4632
43. Bothered by having no social support of family	3.716	3	0.2938

Table 85--Continued.

44. Car/bike broke down, flat tire, etc.	25.691	3	0.0000*
45. Arguments, conflict of values with friends	2.890	3	0.4089
46. Got a traffic ticket	11.119	3	0.0111*
47. Working while in school	10.619	4	0.0312*
48. Lack of money	9.619	4	0.0474*
49. Missed your period and waiting	1.136	3	0.7683
50. Dealt with incompetence at Registrar's office	1.598	3	0.6599
51. Fought with boy-/girlfriend	4.714	3	0.1940
52. Coping with addictions	13.208	4	0.0103*
53. Applying for a job	4.134	3	0.2474
54. No sleep	7.241	4	0.1250
55. Thoughts about future	4.855	4	0.3025
56. Sick, injury	4.746	4	0.3143
57. Had a class presentation	14.601	4	0.0056*
58. Thought about unfinished work	0.593	4	0.9639
59. Sat through a boring class	2.187	4	0.7014
60. Talked with a professor	2.861	4	0.5814
61. Can't concentrate	22.709	4	0.0001*
62. Someone broke a promise	3.518	4	0.4751
63. Got to class late	3.092	4	0.5426
64. Bad haircut today	1.646	4	0.8006
65. Checkbook didn't balance	7.042	4	0.1337
66. Visit from a relative or friend	6.415	4	0.1702

Table 85--Continued.

67. Holiday	1.895	3	0.5946
68. Problem with your computer	10.380	3	0.0156*
69. Felt some peer pressure	4.430	3	0.2186
70. Someone did a pet peeve of yours	2.575	4	0.6313
71. Change of environment (New doctor, dentist, etc.)	0.990	3	0.8036
72. No time to eat	3.224	4	0.5210
73. Favorite sporting team lost	1.058	4	0.9009
74. Job requirements changed	12.237	3	0.0066*
75. Living with boy-/girlfriend	7.160	3	0.0670
76. Felt need for transportation	28.898	4	0.0000*
77. You have a hangover	4.705	3	0.1948
78. Problem with getting home from the bar when drunk	7.716	2	0.0211*
79. Used a fake ID	0.411	2	0.8143
80. No sex in a while	4.816	4	0.3067
81. Someone cut ahead of you in line	4.169	4	0.3837
82. Decision to have sex on your mind	10.380	4	0.0345*
83. Exposed to upsetting TV show, book or movie	5.255	4	0.2621

*$p<.05$.

TABLE 86

HYPOTHESIS 5, VARIABLE 8, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	155 (82.4)	143 (61.6)	298
1	21 (11.2)	65 (28.0)	86
2	4 (2.1)	10 (4.3)	14
3,4	8 (4.3)	14 (6.0)	22
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 87

HYPOTHESIS 5, VARIABLE 9, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	31 (16.5)	32 (13.8)	63
1	50 (26.6)	82 (35.3)	132
2	35 (18.6)	53 (22.8)	88
3	53 (28.2)	57 (24.6)	110
4	19 (10.1)	8 (3.4)	27
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 88

HYPOTHESIS 5, VARIABLE 15, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	53 (28.2)	68 (29.3)	121
1	64 (34.0)	100 (43.1)	164
2	52 (27.7)	40 (17.2)	92
3	15 (8.0)	12 (5.2)	27
4	4 (2.1)	12 (5.2)	16
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 89

HYPOTHESIS 5, VARIABLE 21, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	63 (33.5)	37 (15.9)	100
1	33 (17.6)	44 (19.0)	77
2	27 (14.4)	42 (18.1)	69
3	33 (17.6)	53 (22.8)	86
4	32 (17.0)	56 (24.1)	88
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 90

HYPOTHESIS 5, VARIABLE 25, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	57 (30.3)	66 (28.4)	123
1	48 (26.1)	93 (40.1)	142
2	39 (20.7)	42 (18.1)	81
3	27 (14.4)	18 (7.8)	45
4	16 (8.5)	13 (5.6)	29
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Variable 29: *Feel organized.* Table 91 indicates that students who live on campus have a slight tendency to experience stress more frequently than students who live off campus, when they feel organized.

Variable 33: *Maintaining a long-distance boy-/girlfriend.* Table 92 indicates that students who live on campus report more frequent occurrence of stress than students who live off campus in terms of maintaining a long-distance boy-/girlfriend relationship.

Variable 36: *Did badly on a test.* Table 93 indicates that students who live on campus have a tendency to experience more stress somewhat more frequently than students who live off campus when they did badly on a test.

TABLE 91

HYPOTHESIS 5, VARIABLE 29, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	30 (16.0)	26 (11.2)	56
1	18 (9.6)	61 (26.3)	79
2	53 (28.2)	54 (23.3)	107
3	40 (21.3)	43 (18.5)	83
4	47 (25.0)	48 (20.7)	95
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 92

HYPOTHESIS 5, VARIABLE 33, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	88 (46.8)	137 (59.1)	225
1	42 (22.3)	48 (20.7)	90
2	14 (6.4)	12 (5.2)	24
3	4 (2.1)	9 (3.9)	13
4	42 (22.3)	26 (11.2)	68
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 93

HYPOTHESIS 5, VARIABLE 36, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	11 (5.9)	23 (9.9)	34
1	87 (46.3)	130 (56.0)	217
2	67 (35.6)	66 (28.4)	133
3	16 (8.5)	8 (3.4)	24
4	7 (3.7)	5 (2.2)	12
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Variable 44: *Car/bike broke down, flat tire, etc.* Table 94 indicates that students who live off campus report more frequent occurrence of stress than students who live on campus when their car or bike breaks down, flat tire, etc.

Variable 46: *Got a traffic ticket.* Table 95 indicates that students who live off campus report slightly more frequent occurrence of stress than students who live on campus when they get a traffic ticket.

Variable 47: *Working while in school.* Table 96 indicates that students who live off campus have a tendency to experience stress more frequently than students who live on campus when they are working while in school.

Variable 48: *Lack of money.* Table 97 indicates that students who live off campus report more frequent occurrence of stress than students who live on campus when they experience a lack of money.

TABLE 94

HYPOTHESIS 5, VARIABLE 44, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	96 (51.1)	66 (28.4)	162
1	70 (37.2)	129 (55.6)	199
2	13 (6.9)	30 (12.9)	43
3,4	9 (4.8)	7 (3.0)	16
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 95

HYPOTHESIS 5, VARIABLE 46, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	108 (57.4)	108 (46.6)	216
1	53 (28.2)	97 (41.8)	150
2	18 (9.6)	12 (5.2)	30
3,4	9 (4.8)	15 (6.5)	24
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 96

HYPOTHESIS 5, VARIABLE 47, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	55 (29.3)	45 (19.4)	100
1	15 (8.0)	27 (11.6)	42
2	8 (4.3)	16 (6.9)	24
3	51 (27.1)	50 (21.6)	101
4	59 (31.4)	94 (40.5)	153
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 97

HYPOTHESIS 5, VARIABLE 48, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	32 (17.0)	44 (19.0)	76
1	35 (18.6)	47 (20.3)	82
2	46 (24.5)	34 (14.7)	80
3	35 (18.6)	36 (15.5)	71
4	40 (21.3)	71 (30.6)	111
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Variable 52: *Coping with addictions*. Table 98 indicates that students who live on campus report slightly more frequent occurrence of stress than students who live off campus when coping with addictions.

Variable 57: *Had a class presentation*. Table 99 indicates that students who live off campus report slightly more frequent occurrence of stress than students who live on campus when they have a class presentation.

Variable 61: *Can't concentrate*. Table 100 indicates that students who live on campus report more frequent occurrence of stress than students who live off campus when they cannot concentrate.

Variable 68: *Problem with your computer*. Table 101 indicates that students who live on campus experience somewhat more frequent occurrence of stress than those who live off campus when they encounter problems with their computer.

Variable 74: *Job requirements changed*. Table 102 indicates that students who live off campus report more frequent occurrence of stress than students who live on campus, in regard to job requirements changing.

Variable 76: *Felt need for transportation*. Table 103 indicates that students who live on campus have a tendency to experience stress more frequently than students who live off campus, when they felt a need for transportation.

Variable 78: *Problem with getting home from the bar when drunk*. Table 104 indicates that students who live off campus report slightly more frequent occurrence of stress than students who live on campus when they encounter problems with getting home from the bar when drunk.

TABLE 98

HYPOTHESIS 5, VARIABLE 52, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	137 (72.9)	155 (66.8)	292
1	13 (6.9)	42 (18.1)	55
2	12 (6.4)	10 (4.3)	22
3	12 (6.4)	8 (3.4)	20
4	14 (7.4)	17 (7.3)	31
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 99

HYPOTHESIS 5, VARIABLE 57, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	46 (24.5)	30 (12.9)	76
1	93 (49.5)	126 (54.3)	219
2	42 (22.3)	54 (23.3)	96
3	2 (1.1)	13 (5.6)	15
4	5 (2.7)	9 (3.9)	14
Total	1888	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 100

HYPOTHESIS 5, VARIABLE 61, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	13 (6.9)	16 (6.9%)	29
1	33 (17.6)	46 (19.8)	79
2	33 (17.6)	74 (31.9)	107
3	61 (32.4)	72 (31.0)	133
4	48 (25.5)	24 (10.3)	72
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 101

HYPOTHESIS 5, VARIABLE 68, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	77 (41.0)	82 (35.3)	159
1	43 (22.9)	85 (36.6)	128
2	51 (27.1)	44 (19.0)	95
3,4	15 (9.0)	21 (9.1)	38
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 102

HYPOTHESIS 5, VARIABLE 74, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	108 (57.4)	101 (43.5)	209
1	57 (30.3)	87 (37.5)	144
2	20 (10.6)	28 (12.1)	48
3,4	3 (1.6)	16 (6.9)	19
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 103

HYPOTHESIS 5, VARIABLE 76, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	83 (44.1)	146 (62.9)	229
1	32 (17.0)	45 (19.4)	77
2	26 (13.8)	18 (7.8)	44
3	27 (14.4)	7 (3.0)	34
4	20 (10.6)	16 (6.9)	36
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 104

HYPOTHESIS 5, VARIABLE 78, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	157 (83.5)	179 (72.2)	336
1,2	15 (8.0)	39 (16.8)	54
3,4	16 (8.5)	14 (6.0)	30
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

Variable 82: *Decision to have sex on your mind.* Table 105 indicates that students who live off campus have a tendency to experience slightly more frequent occurrence of stress than students who live on campus when the decision to have sex is on their mind.

Null Hypothesis 6 states: There are no significant differences in frequency of occurrence of sources of stress between those students who are full-time students and those who are part-time students at Grand Valley State University as measured by the USQ.

Table 106 gives the results of the chi-square analysis for all 83 variables. Of these 83 variables only 11 had significant chi-square values. Tables 107-117 give the contingency tables. These are presented below.

Variable 1: *Someone you expected to call didn't.* Table 107 indicates that full-time students report more frequent occurrence of stress than part-time students when

TABLE 105

HYPOTHESIS 5, VARIABLE 82, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On campus	Off campus	Total
0	63 (33.5)	80 (34.5)	143
1	47 (25.0)	50 (21.6)	97
2	33 (17.6)	28 (12.1)	61
3	12 (6.4)	36 (15.5)	48
4	33 (17.6)	38 (16.4)	71
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 106

CHI-SQUARE ANALYSIS FOR STUDENT STATUS: HYPOTHESIS 6

Variable	X^2	df	p
1. Someone you expected to call didn't	10.522	1	0.0012*
2. Death of family member or friend	2.672	1	0.1021
3. Stayed up late writing a paper	1.184	2	0.5532
4. Had lots of tests	6.191	2	0.0451*
5. Registration for classes	21.212	1	0.0000*
6. It's finals week	7.125	1	0.0076*
7. Trying to get into your major or college	0.683	2	0.7108
8. Applying to graduate school	0.894	1	0.3445
9. Can't understand your professor	4.823	2	0.0897
10. Victim of a crime	0.005	1	0.9451
11. Erratic schedule	2.519	2	0.2838
12. Assignments in all classes due the same day	0.128	2	0.9380
13. Ran out of typewriter ribbon	0.619	1	0.4313
14. Breaking up with boy-/girlfriend	0.091	1	0.7632
15. Had to ask for money	2.560	2	0.2781
16. Found out boy-/girlfriend cheated on you	0.031	1	0.8610
17. Someone borrowed something without permission	4.895	2	0.0865
18. Lots of deadlines to meet	0.708	2	0.7019
19. Noise disturbed you while trying to study	5.171	2	0.0753
20. Property stolen	1.176	1	0.2782

Table 106--Continued.

21. Couldn't find a parking space	2.220	3	0.5280
22. You have a hard upcoming week	1.878	2	0.3910
23. Parents controlling with money	1.231	2	0.5404
24. Went into a test unprepared	0.901	2	0.6372
25. Feel isolated	2.812	3	0.4216
26. Lost something (especially wallet)	3.887	2	0.1432
27. Trying to decide on a major	2.071	2	0.3551
28. Death of a pet	0.785	1	0.3757
29. Feel organized	2.670	3	0.4453
30. Did worse than expected on test	0.012	1	0.9114
31. Crammed for a test	8.994	2	0.0111*
32. Had an interview	0.002	1	0.9654
33. Maintaining a long-distance boy-/girlfriend	3.122	2	0.2100
34. Had projects, research papers due	0.933	2	0.6273
35. Had confrontation with an authority figure	0.041	1	0.8307
36. Did badly on a test	0.123	1	0.7251
37. Heard bad news	0.783	1	0.3761
38. Parents getting a divorce	3.502	1	0.0613
39. Can't finish everything you needed to do	1.984	2	0.3707
40. Dependent on other people	6.526	3	0.0886
41. Performed poorly at a task	0.813	1	0.3673
42. Having roommate conflicts	4.022	3	0.2591
43. Bothered by having no social support of family	1.256	1	0.2624

Table 106--Continued.

44. Car/bike broke down, flat tire, etc.	0.974	1	0.3238
45. Arguments, conflict of values with friends	0.066	2	0.9675
46. Got a traffic ticket	3.782	1	0.0518
47. Working while in school	6.091	3	0.1107
48. Lack of money	5.455	4	0.2437
49. Missed your period and waiting	4.666	1	0.0308*
50. Dealt with incompetence at Registrar's office	0.128	1	0.7205
51. Fought with boy-/girlfriend	3.674	2	0.1593
52. Coping with addictions	4.253	1	0.0392*
53. Applying for a job	4.197	1	0.0405*
54. No sleep	2.692	2	0.2602
55. Thoughts about future	0.821	2	0.6632
56. Sick, injury	1.411	2	0.4940
57. Had a class presentation	0.733	2	0.6794
58. Thought about unfinished work	0.195	3	0.9783
59. Sat through a boring class	12.694	2	0.0018*
60. Talked with a professor	1.415	2	0.4929
61. Can't concentrate	2.100	2	0.3500
62. Someone broke a promise	1.688	2	0.4299
63. Got to class late	2.670	2	0.2631
64. Bad haircut today	0.298	1	0.5853
65. Checkbook didn't balance	0.192	2	0.9086
66. Visit from a relative or friend	1.463	1	0.2265

Table 106--Continued.

67. Holiday	1.570	2	0.4560
68. Problem with your computer	1.221	2	0.5431
69. Felt some peer pressure	1.094	2	0.5785
70. Someone did a pet peeve of yours	2.183	2	0.3368
71. Change of environment (New doctor, dentist, etc.)	0.120	1	0.7292
72. No time to eat	3.397	2	0.1829
73. Favorite sporting team lost	1.996	2	0.3687
74. Job requirements changed	3.115	1	0.0776
75. Living with boy-/girlfriend	0.212	1	0.6455
76. Felt need for transportation	2.922	1	0.0874
77. You have a hangover	7.095	2	0.0288*
78. Problem with getting home from the bar when drunk	4.108	4	0.3916
79. Used a fake ID	0.556	1	0.4559
80. No sex in a while	0.692	2	0.7077
81. Someone cut ahead of you in line	0.893	2	0.6399
82. Decision to have sex on your mind	4.753	1	0.0292*
83. Exposed to upsetting TV show, book or movie	0.468	2	0.7915

*$p<.05$.

TABLE 107

HYPOTHESIS 6, VARIABLE 1, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	179 (45.5)	21 (77.8)	200
2,3,4	214 (54.5)	6 (22.2)	220
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

someone they expected to call didn't.

Variable 4: *Had lots of tests.* Table 108 indicates that full-time students have a tendency to experience stress more frequently than part-time students when they had lots of tests.

Variable 5: *Registration for classes.* Table 109 indicates that part-time students report a greater frequent occurrence of stress than full-time students when they register for classes.

Variable 6: *It's finals week.* Table 110 indicates that part-time students report more frequent occurrence of stress than full-time students when it is finals week.

Variable 31: *Crammed for a test.* Table 111 indicates that there is a tendency for full-time students to experience stress more frequently than part-time students when they cram for a test.

Variable 49: *Missed your period and waiting.* Table 112 indicates that

TABLE 108

HYPOTHESIS 6, VARIABLE 4, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	60 (15.3)	9 (33.3)	69
2	222 (56.5)	13 (48.1)	235
3,4	111 (28.2)	5 (18.5)	116
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 109

HYPOTHESIS 6, VARIABLE 5, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	368 (93.6)	18 (66.7)	386
2,3,4	25 (6.4)	9 (33.3)	34
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 110

HYPOTHESIS 6, VARIABLE 6, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	333 (84.7)	70 (63.0)	350
2,3,4	60 (15.3)	10 (37.0)	70
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 111

HYPOTHESIS 6, VARIABLE 31, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	112 (28.5)	15 (55.6)	127
2	187 (47.6)	7 (25.9)	194
3,4	94 (23.9)	5 (18.5)	99
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 112

HYPOTHESIS 6, VARIABLE 49, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	281 (71.5)	14 (51.9)	295
2,3,4	112 (28.5)	13 (48.1)	125
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

part-time students report more frequent occurrence of stress than full-time students when they missed their period and are waiting.

Variable 52: *Coping with addictions*. Table 113 indicates that part-time students experience more frequent occurrence of stress than full-time students when they are coping with addictions.

Variable 53: *Applying for a job*. Table 114 indicates that full-time students report more frequent occurrence of stress than part-time students when they are applying for a job.

Variable 59: *Sat through a boring class*. Table 115 indicates that full-time students experience more frequent occurrence of stress than part-time students when they sit through a boring class.

Variable 77: *You have a hangover*. Table 116 indicates that full-time students experience more frequent occurrence of stress than part-time students when they have a hangover.

Variable 82: *Decision to have sex on your mind*. Table 117 indicates that

TABLE 113

HYPOTHESIS 6, VARIABLE 52, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	278 (70.7)	14 (51.9)	292
2,3,4	115 (29.3)	3 (48.1)	128
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 114

HYPOTHESIS 6, VARIABLE 53, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	128 (32.6)	14 (51.9)	142
2,3,4	265 (67.4)	13 (48.1)	278
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 115

HYPOTHESIS 6, VARIABLE 59, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1,2	85 (21.6)	13 (48.1)	98
3	158 (40.2)	11 (40.7)	169
4	150 (38.2)	3 (11.1)	153
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 116

HYPOTHESIS 6, VARIABLE 77, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0	187 (47.6)	20 (74.1)	207
1,2	120 (30.5)	4 (14.8)	124
3,4	86 (21.9)	3 (11.1)	89
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 117

HYPOTHESIS 6, VARIABLE 82, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-time	Part-time	Total
0,1	139 (35.4)	4 (14.8)	143
2,3,4	254 (64.6)	23 (85.2)	277
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

part-time students experience stress more frequently than full-time students when the decision to have sex is on their mind.

Null Hypothesis 7 states: There are no significant differences in frequency of occurrence of sources of stress between those students who work while attending college and those who do not work at Grand Valley State University as measured by the USQ.

Table 118 gives the results of the chi-square analysis for all 83 variables. Of these 83 variables only 10 had significant chi-square values. Tables 119-128 give the contingency tables. These are presented below.

Variable 14: *Breaking up with boy-/girlfriend.* Table 119 indicates that non-working students report more frequent occurrence of stress than working students when they break up with their boy-/girlfriend.

Variable 16: *Found out boy-/girlfriend cheated on you.* Table 120 indicates that non-working students have a tendency to experience stress slightly more

TABLE 118

CHI-SQUARE ANALYSIS FOR WORK STATUS: HYPOTHESIS 7

Variable	X^2	df	p
1. Someone you expected to call didn't	2.222	3	0.5276
2. Death of family member or friend	0.731	2	0.6940
3. Stayed up late writing a paper	1.656	3	0.6468
4. Had lots of tests	0.278	2	0.8703
5. Registration for classes	0.372	1	0.5419
6. It's finals week	1.258	2	0.5331
7. Trying to get into your major or college	5.632	3	0.1310
8. Applying to graduate school	0.759	2	0.6843
9. Can't understand your professor	5.120	4	0.2752
10. Victim of a crime	0.846	2	0.6551
11. Erratic schedule	5.191	4	0.2682
12. Assignments in all classes due the same day	1.781	3	0.6191
13. Ran out of typewriter ribbon	4.596	2	0.1004
14. Breaking up with boy-/girlfriend	6.804	2	0.0333*
15. Had to ask for money	4.661	3	0.1984
16. Found out boy-/girlfriend cheated on you	6.343	2	0.0419*
17. Someone borrowed something without permission	1.380	3	0.7101
18. Lots of deadlines to meet	3.695	4	0.4488
19. Noise disturbed you while trying to study	4.564	4	0.3350
20. Property stolen	0.240	2	0.8868

Table 118--Continued.

21. Couldn't find a parking space	4.150	4	0.3861
22. You have a hard upcoming week	1.634	3	0.6517
23. Parents controlling with money	2.841	3	0.4169
24. Went into a test unprepared	3.672	3	0.2991
25. Feel isolated	8.433	4	0.0769
26. Lost something (especially wallet)	5.887	3	0.1173
27. Trying to decide on a major	7.262	4	0.1227
28. Death of a pet	7.564	2	0.0228*
29. Feel organized	1.667	4	0.7949
30. Did worse than expected on test	1.002	3	0.8006
31. Crammed for a test	10.302	4	0.0356*
32. Had an interview	0.55	2	0.7578
33. Maintaining a long-distance boy-/girlfriend	6.003	3	0.115
34. Had projects, research papers due	0.829	3	0.8425
35. Had confrontation with an authority figure	0.540	3	0.9101
36. Did badly on a test	2.453	3	0.4839
37. Heard bad news	9.665	3	0.0216*
38. Parents getting a divorce	3.814	2	0.1486
39. Can't finish everything you needed to do	6.202	4	0.1846
40. Dependent on other people	0.620	4	0.9608
41. Performed poorly at a task	3.932	3	0.2689
42. Having roommate conflicts	6.701	4	0.1525
43. Bothered by having no social support of family	2.567	3	0.4632

Table 118--Continued.

44. Car/bike broke down, flat tire, etc.	3.868	3	0.2761
45. Arguments, conflict of values with friends	2.714	3	0.4379
46. Got a traffic ticket	5.665	3	0.1291
47. Working while in school	240.64	4	0.0000*
48. Lack of money	15.217	4	0.0043*
49. Missed your period and waiting	0.724	2	0.6962
50. Dealt with incompetence at Registrar's office	0.321	2	0.8516
51. Fought with boy-/girlfriend	1.847	3	0.6049
52. Coping with addictions	1.028	4	0.9056
53. Applying for a job	0.569	3	0.9036
54. No sleep	3.378	4	0.4967
55. Thoughts about future	0.073	3	0.9949
56. Sick, injury	6.323	4	0.1763
57. Had a class presentation	1.065	3	0.7855
58. Thought about unfinished work	0.187	4	0.9959
59. Sat through a boring class	3.595	3	0.3087
60. Talked with a professor	1.850	4	0.7633
61. Can't concentrate	13.270	4	0.0100*
62. Someone broke a promise	3.421	3	0.3312
63. Got to class late	2.786	4	0.5943
64. Bad haircut today	1.363	3	0.7142
65. Checkbook didn't balance	2.331	4	0.6751
66. Visit from a relative or friend	2.374	4	0.6673

Table 118--Continued.

67. Holiday	7.748	3	0.0515
68. Problem with your computer	6.646	3	0.0841
69. Felt some peer pressure	2.946	3	0.4001
70. Someone did a pet peeve of yours	2.073	4	0.7223
71. Change of environment (New doctor, dentist, etc.)	0.215	3	0.9751
72. No time to eat	17.373	4	0.0017*
73. Favorite sporting team lost	3.485	3	0.3227
74. Job requirements changed	13.077	3	0.0045*
75. Living with boy-/girlfriend	1.553	3	0.6701
76. Felt need for transportation	1.826	4	0.7677
77. You have a hangover	2.208	3	0.5303
78. Problem with getting home from the bar when drunk	0.392	2	0.8219
79. Used a fake ID	4.859	2	0.0881
80. No sex in a while	4.984	4	0.2889
81. Someone cut ahead of you in line	2.339	3	0.5050
82. Decision to have sex on your mind	5.916	4	0.2055
83. Exposed to upsetting TV show, book or movie	2.548	4	0.6361

*$p<.05$.

TABLE 119

HYPOTHESIS 7, VARIABLE 14, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	166 (54.8)	48 (41.0)	214
1,2	123 (40.6)	60 (51.3)	183
3,4	14 (4.6)	9 (7.7)	23
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 120

HYPOTHESIS 7, VARIABLE 16, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	237 (78.2)	80 (68.4)	317
1	50 (16.5)	32 (27.4)	82
2,3,4	16 (5.3)	5 (4.3)	21
Total	303	117	430

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

frequently than working students when they find out that a boy-/girlfriend cheated on them.

Variable 28: *Death of a pet*. Table 121 indicates that non-working students report more frequent occurrence of stress than working students when death of a pet occurs.

Variable 31: *Crammed for a test*. Table 122 indicates that working students report more frequent occurrence of stress than non-working students when they have to cram for a test.

Variable 37: *Heard bad news*. Table 123 indicates that there is a tendency for non-working students to experience stress more frequently than working students when they hear bad news.

Variable 47: *Working while in school*. Table 124 indicates that working students report more frequent occurrence of stress than non-working students when they work while in school.

Variable 48: *Lack of money*. Table 125 indicates that working students experience more frequent occurrence of stress than non-working students when they lack money.

Variable 61: *Can't concentrate*. Table 126 indicates that non-working students report slightly more frequent occurrence of stress than working students in regard to not being able to concentrate.

Variable 72: *No time to eat*. Table 127 indicates that the working students have a tendency to experience stress more frequently than the non-working students concerning no time to eat.

Variable 74: *Job requirements changed*. Table 128 indicates that the

TABLE 121

HYPOTHESIS 7, VARIABLE 28, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	222 (73.3)	73 (62.4)	295
1,2	74 (24.4)	36 (30.8)	110
3,4	7 (2.3)	8 (6.8)	15
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 122

HYPOTHESIS 7, VARIABLE 31, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	7 (2.3)	10 (8.5)	17
1	77 (25.4)	33 (28.2)	110
2	143 (47.2)	51 (43.6)	194
3	60 (19.8)	20 (17.5)	80
4	16 (5.3)	3 (2.6)	19
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 123

HYPOTHESIS 7, VARIABLE 37, CONTINGENCY TABLE
(Percentage Given in Parenthesis)

Response	Work	Non-work	Total
0	36 (11.9)	5 (4.3)	41
1	142 (46.9)	47 (40.2)	189
2	86 (28.4)	45 (38.5)	131
3,4	39 (12.9)	20 (17.1)	59
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 124

HYPOTHESIS 7, VARIABLE 47, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	18 (5.9)	82 (70.1)	100
1	20 (6.6)	22 (18.8)	42
2	17 (5.6)	7 (6.0)	24
3	98 (32.3)	3 (2.6)	101
4	150 (49.5)	3 (2.6)	153
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 125

HYPOTHESIS 7, VARIABLE 48, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	46 (15.2)	30 (25.6)	76
1	53 (17.5)	29 (24.8)	82
2	60 (19.8)	20 (17.1)	80
3	51 (16.8)	20 (17.1)	71
4	93 (30.7%)	18 (15.4%)	111
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 126

HYPOTHESIS 7, VARIABLE 61, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	16 (5.3)	13 (11.1)	29
1	61 (20.1)	18 (15.4)	79
2	79 (26.1)	28 (23.9)	107
3	104 (34.3)	29 (24.8)	133
4	43 (14.2%)	29 (24.8%)	72
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 127

HYPOTHESIS 7, VARIABLE 72, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	84 (27.7)	51 (43.6)	135
1	73 (24.1)	25 (21.4)	98
2	40 (13.2)	21 (17.9)	61
3	70 (23.1)	14 (12.0)	84
4	36 (11.9)	6 (5.1)	42
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 128

HYPOTHESIS 7, VARIABLE 74, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	138 (45.5)	71 (60.7)	209
1	106 (35.0)	38 (32.5)	144
2	41 (13.5)	7 (6.0)	48
3,4	18 (5.9)	1 (0.9)	19
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

working students report more frequent occurrence of stress than the non-working students when their job requirements changed.

Null Hypothesis 8 states: There are no significant differences in frequency of occurrence of sources of stress between those students who have a religious orientation at Grand Valley State University and those who do not have a religious orientation as measured by the USQ.

Table 129 gives the results of the chi-square analysis for all 83 variables. Of these, only 2 had significant chi-square values. This is less than would be expected by chance. The hypothesis cannot rejected. Tables 130-131 give the contingency tables and these are presented below.

Variable 19: *Noise disturbed you while trying to study*. Table 130 indicates that the non-religious students report slightly more frequent occurrence of stress than the religious students when noise disturbed them while they were trying to study.

Variable 77: *You have a hangover*. Table 131 indicates that the non-religious students experience more frequent occurrence of stress than the religious students concerning having a hangover.

Null Hypothesis 9 states: There are no significant differences in the severity of the various stressors among a sample of freshman, sophomore, junior, and senior students at Grand Valley State University as measured by the USQ.

The null hypothesis was statistically analyzed using one-way ANOVA. Table 132 shows the ANOVA results for each of the 83 variables. Of the 83 variables, only 17 were significant.

TABLE 129

CHI-SQUARE ANALYSIS FOR RELIGION: HYPOTHESIS 8

Variable	X^2	df	p
1. Someone you expected to call didn't	0.448	3	0.9301
2. Death of family member or friend	2.017	2	0.3647
3. Stayed up late writing a paper	0.478	3	0.9237
4. Had lots of tests	1.209	2	0.5464
5. Registration for classes	2.208	3	0.5304
6. It's finals week	0.222	3	0.9740
7. Trying to get into your major or college	5.936	4	0.2040
8. Applying to graduate school	0.671	3	0.8801
9. Can't understand your professor	1.345	4	0.8538
10. Victim of a crime	0.973	2	0.6146
11. Erratic schedule	0.973	4	0.9139
12. Assignments in all classes due the same day	0.786	3	0.8528
13. Ran out of typewriter ribbon	0.102	2	0.9502
14. Breaking up with boy-/girlfriend	0.087	2	0.9576
15. Had to ask for money	1.834	4	0.7663
16. Found out boy-/girlfriend cheated on you	3.818	2	0.1482
17. Someone borrowed something without permission	0.895	4	0.9253
18. Lots of deadlines to meet	3.087	4	0.5433
19. Noise disturbed you while trying to study	17.543	4	0.0015*
20. Property stolen	1.728	3	0.6307

Table 129--Continued.

21. Couldn't find a parking space	1.332	4	0.8599
22. You have a hard upcoming week	1.172	4	0.8826
23. Parents controlling with money	4.395	4	0.3552
24. Went into a test unprepared	3.231	3	0.3574
25. Feel isolated	3.559	4	0.4690
26. Lost something (especially wallet)	0.892	3	0.8274
27. Trying to decide on a major	5.060	4	0.2812
28. Death of a pet	1.687	2	0.4302
29. Feel organized	3.346	4	0.5016
30. Did worse than expected on test	5.538	3	0.1364
31. Crammed for a test	8.046	4	0.0899
32. Had an interview	0.862	3	0.8345
33. Maintaining a long-distance boy-/girlfriend	2.831	4	0.5864
34. Had projects, research papers due	6.994	4	0.1362
35. Had confrontation with an authority figure	0.256	3	0.9680
36. Did badly on a test	3.918	3	0.2704
37. Heard bad news	6.630	4	0.1568
38. Parents getting a divorce	7.221	3	0.0652
39. Can't finish everything you needed to do	3.502	4	0.4776
40. Dependent on other people	2.342	4	0.6731
41. Performed poorly at a task	4.570	4	0.3343
42. Having roommate conflicts	6.020	4	0.1977
43. Bothered by having no social support of family	5.620	3	0.1317

Table 129--Continued.

44. Car/bike broke down, flat tire, etc.	3.535	3	0.3163
45. Arguments, conflict of values with friends	6.633	3	0.0845
46. Got a traffic ticket	1.794	3	0.6163
47. Working while in school	3.253	4	0.5163
48. Lack of money	2.395	4	0.6636
49. Missed your period and waiting	2.514	3	0.4727
50. Dealt with incompetence at Registrar's office	1.332	3	0.7215
51. Fought with boy-/girlfriend	3.874	3	0.2754
52. Coping with addictions	1.088	4	0.8962
53. Applying for a job	2.064	3	0.5592
54. No sleep	3.512	4	0.4760
55. Thoughts about future	6.954	4	0.1383
56. Sick, injury	3.460	4	0.4840
57. Had a class presentation	1.893	4	0.7554
58. Thought about unfinished work	4.343	4	0.3616
59. Sat through a boring class	1.771	3	0.6213
60. Talked with a professor	5.881	4	0.2082
61. Can't concentrate	1.003	4	0.4281
62. Someone broke a promise	1.003	4	0.9094
63. Got to class late	0.841	4	0.9329
64. Bad haircut today	3.559	3	0.3132
65. Checkbook didn't balance	6.352	4	0.1744
66. Visit from a relative or friend	7.835	4	0.0978

Table 129--Continued.

67. Holiday	5.266	3	0.1533
68. Problem with your computer	1.659	3	0.6461
69. Felt some peer pressure	5.314	3	0.1502
70. Someone did a pet peeve of yours	3.340	4	0.4886
71. Change of environment (New doctor, dentist, etc.)	1.002	3	0.8008
72. No time to eat	1.981	4	0.7392
73. Favorite sporting team lost	3.602	4	0.4626
74. Job requirements changed	1.789	3	0.6172
75. Living with boy-/girlfriend	1.337	3	0.7202
76. Felt need for transportation	3.127	4	0.5368
77. You have a hangover	14.210	3	0.0026*
78. Problem with getting home from the bar when drunk	6.691	3	0.0824
79. Used a fake ID	2.143	2	0.2435
80. No sex in a while	6.536	4	0.1625
81. Someone cut ahead of you in line	2.590	4	0.6286
82. Decision to have sex on your mind	2.573	4	0.6316
83. Exposed to upsetting TV show, book or movie	3.592	4	0.4641

*$p<.05$.

TABLE 130

HYPOTHESIS 8, VARIABLE 19, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	22 (8.9)	17 (9.9)	39
1	68 (27.4)	33 (19.3)	101
2	40 (16.1)	53 (31.0)	93
3	80 (32.3)	37 (21.6)	117
4	38 (15.3)	31 (18.1)	69
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 131

HYPOTHESIS 8, VARIABLE 77, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Religious	Non-religious	Total
0	141 (56.9)	66 (38.6)	207
1	65 (26.2)	58 (33.9)	123
2	27 (10.9)	31 (18.1)	58
3,4	15 (6.0)	16 (9.4)	31
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 132

ANOVA FOR CLASS STATUS: HYPOTHESIS 9

Variable	Freshmen	Sophom.	Junior	Senior	F	p
1. Someone you expected to call didn't	1.219	1.266	1.190	1.257	0.16	0.925
2. Death of family member or friend	1.809	1.847	1.990	1.800	0.31	0.820
3. Stayed up late writing a paper	2.171	1.961	2.038	1.990	0.93	0.427
4. Had lots of tests	2.409	2.409	2.600	2.314	1.97	0.118
5. Registration for classes	1.933	1.600	1.514	1.361	5.10	0.001*
6. It's finals week	2.819	2.752	2.819	2.438	2.91	0.034*
7. Trying to get into your major or college	1.447	1.809	1.990	1.466	4.12	0.006*
8. Applying to graduate school	0.533	0.685	1.276	1.380	9.99	0.000*
9. Can't understand your professor	1.866	1.733	1.800	1.447	3.19	0.023*
10. Victim of a crime	0.923	0.857	1.123	0.876	0.83	0.476
11. Erratic schedule	1.933	1.819	2.057	1.990	0.89	0.445
12. Assignments in all classes due the same day	2.200	2.257	2.371	2.190	0.62	0.599
13. Ran out of typewriter ribbon	0.504	0.676	0.504	0.790	1.87	0.133
14. Breaking up with boy-/girlfriend	1.533	1.447	1.628	1.476	0.29	0.831
15. Had to ask for money	1.409	1.409	1.257	1.419	0.41	0.749
16. Found out boy-/girlfriend cheated on you	0.914	0.876	1.114	0.904	0.61	0.609
17. Somone borrowed something without permission	1.171	1.371	1.066	1.400	2.06	0.105
18. Lots of deadlines to meet	2.371	2.161	2.323	2.190	1.22	0.303
19. Noise disturbed you while trying to study	2.038	1.790	1.838	1.723	1.50	0.213

Table 132--Continued.

20. Property stolen	1.009	0.980	1.057	1.114	0.21	0.890
21. Couldn't find a parking space	1.047	1.333	1.542	1.400	3.52	0.015*
22. You have a hard upcoming week	2.047	2.200	2.161	1.923	1.61	0.187
23. Parents controlling with money	0.866	0.780	0.809	0.780	0.14	0.934
24. Went into a test nprepared	2.038	1.990	2.180	1.771	1.82	0.142
25. Feel isolated	1.495	1.295	1.609	1.314	1.69	0.169
26. Lost something (especially wallet)	1.685	1.676	1.647	1.504	0.43	0.731
27. Trying to decide on a major	1.733	1.247	1.485	0.761	9.61	0.000*
28. Death of a pet	0.723	1.009	0.885	0.838	0.87	0.456
29. Feel organized	1.114	1.171	1.266	1.228	0.30	0.823
30. Did worse than expected on test	2.295	2.495	2.285	2.219	1.33	0.263
31. Crammed for a test	2.428	2.190	2.419	2.219	1.70	0.166
32. Had an interview	1.047	1.400	1.628	1.819	7.83	0.000*
33. Maintaining a long-distance boy-/girlfriend	1.190	1.333	1.133	1.066	0.71	0.548
34. Had projects, research papers due	2.209	2.209	2.161	2.276	0.24	0.868
35. Had confrontation with an authority figure	1.257	1.409	1.533	1.495	1.04	0.376
36. Did badly on a test	2.352	2.571	2.161	2.104	3.71	0.011*
37. Heard bad news	1.847	1.980	1.866	1.828	0.41	0.745
38. Parents getting a divorce	0.761	0.800	1.066	0.676	1.52	0.207
39. Can't finish everything you needed to do	2.200	2.085	2.390	2.085	1.60	0.189
40. Dependent on other people	1.428	1.409	1.428	1.571	0.47	0.705
41. Performed poorly at a task	1.619	1.647	1.723	1.866	1.08	0.356
42. Having roommate conflicts	1.247	2.076	1.590	1.552	6.64	0.000*

Table 132--Continued.

43. Bothered by having no social support of family	0.752	0.838	1.161	0.895	2.03	0.109
44. Car/bike broke down, flat tire, etc.	1.047	1.495	1.609	1.628	4.49	0.004*
45. Arguments, conflict of values with friends	1.561	1.676	1.666	1.533	0.40	0.751
46. Got a traffic ticket	0.980	1.133	1.152	1.238	0.71	0.546
47. Working while in school	1.380	1.514	1.800	1.723	2.61	0.051
48. Lack of money	1.923	2.000	2.095	1.990	0.31	0.817
49. Missed your period and waiting	0.885	0.914	0.685	0.923	0.65	0.585
50. Dealt with incompetence at Registrar's office	0.733	0.923	0.933	1.009	1.11	0.344
51. Fought with boy-/girlfriend	1.295	1.619	1.609	1.371	1.53	0.206
52. Coping with addictions	0.666	0.685	0.695	1.000	1.79	0.148
53. Applying for a job	0.876	1.180	1.533	1.504	7.32	0.000*
54. No sleep	2.180	1.790	1.838	1.971	2.41	0.066
55. Thoughts about future	2.276	2.057	2.371	2.257	1.36	0.255
56. Sick, injury	1.504	1.419	1.438	1.523	0.22	0.885
57. Had a class presentation	1.323	1.714	1.838	2.076	7.27	0.000*
58. Thought about unfinished work	2.038	1.914	2.219	2.038	1.30	0.272
59. Sat through a boring class	1.790	1.457	1.495	1.342	3.05	0.028*
60. Talked with a professor	1.209	1.028	1.057	1.323	2.02	0.110
61. Can't concentrate	1.961	1.847	1.866	1.733	0.72	0.542
62. Someone broke a promise	1.600	1.628	1.476	1.342	1.38	0.247
63. Got to class late	0.961	0.961	1.180	1.133	1.25	0.289
64. Bad haircut today	0.676	0.961	0.790	0.771	1.32	0.266
65. Checkbook didn't balance	0.895	1.171	0.914	1.038	1.18	0.316

Table 132--Continued.

66. Visit from a relative or friend	0.666	0.571	0.704	0.685	0.46	0.706
67. Holiday	0.800	0.761	0.838	0.876	0.23	0.874
68. Problem with your computer	1.552	1.190	1.295	1.190	1.81	0.144
69. Felt some peer pressure	1.352	1.009	1.304	0.971	3.52	0.015*
70. Someone did a pet peeve of yours	1.552	1.685	1.647	1.333	1.92	0.126
71. Change of environment (New doctor, dentist, etc.)	0.980	1.019	0.990	0.809	0.85	0.468
72. No time to eat	1.171	1.133	1.152	0.838	2.11	0.098
73. Favorite sporting team lost	0.514	0.723	0.504	0.723	1.69	0.168
74. Job requirements changed	0.571	0.780	1.142	0.904	5.42	0.001*
75. Living with boy-/girlfriend	0.323	0.380	0.514	0.466	0.93	0.426
76. Felt need for transportation	1.466	0.895	0.809	0.780	7.48	0.000*
77. You have a hangover	0.952	1.000	0.771	0.676	2.23	0.083
78. Problem with getting home from the bar when drunk	0.485	0.419	0.438	0.428	0.11	0.955
79. Used a fake ID	0.428	0.447	0.485	0.238	1.70	0.165
80. No sex in a while	1.076	1.057	0.809	0.942	1.01	0.388
81. Someone cut ahead of you in line	0.838	0.904	1.161	1.009	2.04	0.107
82. Decision to have sex on your mind	1.285	1.616	1.000	0.914	1.88	0.132
83. Exposed to upsetting TV show, book or movie	0.876	1.200	1.209	1.038	2.33	0.073

* $p < .05$.

On each of these 17 variables, a Newman-Keuls Test was conducted to determine which pairs of means were significantly different. These seventeen tests are presented individually. Tables 133-149 give the Newman-Keuls tests. The Newman-Keuls tables show, in the upper part, the critical values for the tests of the contrast between pairs of means. In the lower part of the table is the matrix of contrasts with significant values indicated by an asterisk.

Variable 5: *Registration for classes.* Table 133 indicates that the freshmen subjects reported significantly higher severity of stress from registration for classes than did any of the other class groups.

Variable 6: *It's finals week.* Table 134 shows that freshmen, juniors, and sophomores report significantly greater severity of stress from final examinations than do seniors.

Variable 7: *Trying to get into your major or college.* Table 135 indicates that junior subjects report significantly greater severity of stress from trying to get into their major or college than do either freshmen or seniors.

Variable 8: *Applying to graduate school.* Table 136 indicates that senior and junior subjects reported significantly higher severity of stress from applying to graduate school than did either freshmen or sophomores.

Variable 9: *Can't understand your professor.* Table 137 indicates that freshman and junior subjects reported significantly higher severity of stress from not being able to understand their professors than did seniors.

Variable 21: *Couldn't find a parking space.* Table 138 indicates that junior

TABLE 133

HYPOTHESIS 9, VARIABLE 5, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}.q$	0.301	0.361	0.396

Matrix of Contrasts

		Senior	Junior	Sophomore	Freshman
		1.361	1.514	1.600	1.933
Senior	1.361	---	0.153	0.239	0.572*
Junior	1.514		---	0.086	0.419*
Sophomore	1.600			---	0.333*
Freshman	1.933				---

Note. * indicates significance.

TABLE 134

HYPOTHESIS 9, VARIABLE 6, NEWMAN KEULS TEST

Steps	2	3
q.95	2.81	3.37
$S_{\bar{x}}$.q	0.300	0.360

Matrix of Contrasts

		Senior	Sophomore	Jun/Fresh
		2.438	2.752	2.819
Senior	2.438	---	0.314*	0.381*
Sophomore	2.752		---	0.067
Jun/Fresh	2.819			---

Note. * indicates significance.

TABLE 135

HYPOTHESIS 9, VARIABLE 7, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}.q$	0.368	0.442	0.485

Matrix of Contrasts

		Freshman	Senior	Sophomore	Junior
		1.447	1.466	1.809	1.990
Freshman	1.447	---	0.019	0.362	0.543*
Senior	1.466		---	0.343	0.524*
Sophomore	1.809			---	0.181
Junior	1.990				---

Note. * indicates significance.

TABLE 136

HYPOTHESIS 9, VARIABLE 8, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}$.q	0.375	0.450	0.494

Matrix of Contrasts

		Freshman	Sophomore	Junior	Senior
		0.533	0.685	1.276	1.380
Freshman	0.533	—	0.152	0.743*	0.847*
Sophomore	0.685		—	0.591*	0.695*
Junior	1.276			—	0.104
Senior	1.380				—

Note. * indicates significance.

TABLE 137

HYPOTHESIS 9, VARIABLE 9, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}$.q	0.290	0.348	0.382

Matrix of Contrasts

		Senior	Sophomore	Junior	Freshman
		1.447	1.733	1.800	1.866
Senior	1.447	—	0.286	0.353*	0.419*
Sophomore	1.733		—	0.067	0.133
Junior	1.800			—	0.066
Freshman	1.866				—

Note. * indicates significance.

TABLE 138

HYPOTHESIS 9, VARIABLE 21, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}.q$	0.312	0.374	0.410

Matrix of Contrasts

		Freshman	Sophomore	Senior	Junior
		1.047	1.333	1.400	1.542
Freshman	1.047	---	0.286	0.353	0.495*
Sophomore	1.333		---	0.067	0.209
Senior	1.400			---	0.142
Junior	1.542				---

Note. * indicates significance.

subjects reported significantly higher severity of stress from not being able to find a parking space than did the freshmen.

Variable 27: *Trying to decide on a major*. Table 139 indicates that freshmen subjects reported significantly higher levels of stress than either seniors or sophomores. Additionally, juniors and sophomores expressed greater severity of stress than seniors.

Variable 32: *Had an interview*. Table 140 shows that seniors, juniors, and sophomores reported significantly greater severity of stress from having an interview than do freshmen. Seniors also indicate greater severity of stress than sophomores.

Variable 36: *Did badly on a test*. Table 141 indicates that the sophomore subjects reported significantly higher severity of stress from performing badly on a test than seniors or juniors.

Variable 42: *Having roommate conflicts*. Table 142 indicates that the sophomore subjects reported significantly higher severity of stress from having roommate conflicts than did any of the other class groups.

Variable 44: *Car/bike broke down, flat tire, etc*. Table 143 indicates that senior, junior, and sophomore subjects reported significantly higher severity of stress from their car/bike breaking down, flat tire, etc., than do freshmen.

Variable 53: *Applying for a job*. Table 144 indicates that junior and senior students reported significantly higher severity of stress from applying for a job than did freshmen students.

Variable 57: *Had a class presentation*. Table 145 indicates that senior,

TABLE 139

HYPOTHESIS 9, VARIABLE 27, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}} \cdot q$	0.375	0.450	0.494

Matrix of Contrasts

		Senior	Sophomore	Junior	Freshman
		0.761	1.247	1.485	1.733
Senior	0.761	---	0.486*	0.724*	0.972*
Sophomore	1.247		---	0.238	0.486*
Junior	1.485			---	0.248
Freshman	1.733				---

Note. * indicates significance.

TABLE 140

HYPOTHESIS 9, VARIABLE 32, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}} \cdot q$	0.333	0.399	0.439

Matrix of Contrasts

		Freshman	Sophomore	Junior	Senior
		1.047	1.400	1.628	1.819
Freshman	1.047	---	0.353*	0.581*	0.772*
Sophomore	1.400		---	0.228	0.419*
Junior	1.628				0.191
Senior	1.819				

Note. * indicates significance.

TABLE 141

HYPOTHESIS 9, VARIABLE 36, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}.q$	0.308	0.369	0.405

Matrix of Contrasts

		Senior	Junior	Freshman	Sophomore
		2.104	2.161	2.352	2.571
Senior	2.104	---	0.057	0.248	0.467*
Junior	2.161		---	0.191	0.410*
Freshman	2.352			---	0.219
Sophomore	2.571				---

Note. * indicates significance.

TABLE 142

HYPOTHESIS 9, VARIABLE 42, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}} \cdot q$	0.374	0.450	0.492

Matrix of Contrasts

		Freshman	Senior	Junior	Sophomore
		1.247	1.552	1.590	2.076
Freshman	1.247	---	0.305	0.343	0.829*
Senior	1.552		---	0.038	0.524*
Junior	1.590			---	0.486*
Sophomore	2.076				---

Note. * indicates significance.

TABLE 143

HYPOTHESIS 9, VARIABLE 44, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}.q$	0.360	0.432	0.474

Matrix of Contrasts

		Freshman	Sophomore	Junior	Senior
		1.047	1.495	1.609	1.628
Freshman	1.047	---	0.448*	0.562*	0.581*
Sophomore	1.495		---	0.114	0.133
Junior	1.609			---	0.019
Senior	1.628				---

Note. * indicates significance.

TABLE 144

HYPOTHESIS 9, VARIABLE 53, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}.q$	0.321	0.385	0.423

Matrix of Contrasts

		Freshman	Sophomore	Senior	Junior
		0.876	1.180	1.504	1.533
Freshman	0.876	---	0.304	0.628*	0.657*
Sophomore	1.180		---	0.324	0.353
Senior	1.504			---	0.029
Junior	1.533				---

Note. * indicates significance.

TABLE 145

HYPOTHESIS 9, VARIABLE 57, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}$.q	0.328	0.393	0.431

Matrix of Contrasts

		Freshman	Sophomore	Junior	Senior
		1.323	1.714	1.838	2.076
Freshman	1.323	—	0.391*	0.515*	0.753*
Sophomore	1.714		—	0.124	0.362
Junior	1.838			—	0.238
Senior	2.076				—

Note. * indicates significance.

junior, and sophomore subjects reported significantly greater severity of stress from having a class presentation than freshman students.

Variable 59: *Sat through a boring class*. Table 146 indicates that freshmen subjects reported significantly higher severity of stress from sitting through a boring class than did seniors.

Variable 69: *Felt some peer pressure*. Table 147 indicates that freshman subjects reported significantly higher severity of stress from peer pressure than did the seniors.

Variable 74: *Job requirements change*. Table 148 indicates that the junior subjects reported significantly higher severity of stress from job requirements changing than did freshmen or sophomores.

Variable 76: *Felt need for transportation*. Table 149 indicates that freshman subjects reported significantly higher severity of stress from feeling the need for transportation than did any of the other class groups.

Null hypothesis 10 states: There are no significant differences in the severity of various stressors between males and females in the sample group of students at Grand Valley State University as measured by the USQ.

The null hypothesis was statistically analyzed by using a t-test for means of independent samples. Table 150 shows the t-test results for each of the 83 variables. Of these, 28 showed significant differences.

On variables 4, 5, 6, 11, 12, 18, 19, 22, 29, 30, 31, 36, 37, 39, 45, 49, 58, 65, 69, and 83, females showed higher levels of severity than the males. Females

TABLE 146

HYPOTHESIS 9, VARIABLE 59, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}.q$	0.307	0.368	0.404

Matrix of Contrasts

		Senior	Sophomore	Junior	Freshman
		1.342	1.457	1.495	1.790
Senior	1.342	---	0.115	0.153	0.448*
Sophomore	1.457		---	0.038	0.333
Junior	1.495			---	0.295
Freshman	1.790				---

Note. * indicates significance.

TABLE 147

HYPOTHESIS 9, VARIABLE 69, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}$.q	0.288	0.346	0.380

Matrix of Contrasts

		Senior	Sophomore	Junior	Freshman
		0.971	1.010	1.305	1.352
Senior	0.971	—	0.039	0.334	0.381*
Sophomore	1.010		—	0.295	0.343
Junior	1.305			—	0.047
Freshman	1.352				—

Note. * indicates significance.

TABLE 148

HYPOTHESIS 9, VARIABLE 74, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}.q$	0.288	0.346	0.379

Matrix of Contrasts

		Freshman	Sophomore	Senior	Junior
		0.571	0.780	0.904	1.142
Freshman	0.571	---	0.209	0.333	0.571*
Sophomore	0.780		---	0.124	0.362*
Senior	0.904			---	0.238
Junior	1.142				---

Note. * indicates significance.

TABLE 149

HYPOTHESIS 9, VARIABLE 76, NEWMAN KEULS TEST

Steps	2	3	4
q.95	2.81	3.37	3.70
$S_{\bar{x}}$.q	0.331	0.398	0.436

Matrix of Contrasts

		Senior	Junior	Sophomore	Freshman
		0.780	0.809	0.895	1.466
Senior	0.780	—	0.029	0.115	0.686*
Junior	0.809		—	0.086	0.809*
Sophomore	0.895			—	0.571*
Freshman	1.466				—

Note. * indicates significance

TABLE 150

t-TEST FOR GENDER: HYPOTHESIS 10

Variable	Male	Female	t	p
1. Someone you expected to call didn't	1.183	1.278	1.072	0.284
2. Death of family member or friend	1.716	1.991	1.735	0.084
3. Stayed up late writing a paper	1.964	2.108	1.487	0.138
4. Had lots of tests	2.274	2.574	3.540	0.000*
5. Registration for classes	1.467	1.722	2.355	0.019*
6. It's finals week	2.563	2.834	2.528	0.012*
7. Trying to get into your major or college	1.594	1.753	1.200	0.231
8. Applying to graduate school	1.147	0.812	2.445	0.015*
9. Can't understand your professor	1.614	1.798	1.770	0.078
10. Victim of a crime	1.030	0.870	1.195	0.232
11. Erratic schedule	1.777	2.103	3.082	0.002*
12. Assignments in all classes due the same day	2.036	2.448	3.991	0.000*
13. Ran out of typewriter ribbon	0.563	0.668	1.019	0.309
14. Breaking up with boy-/girlfriend	1.447	1.587	0.953	0.341
15. Had to ask for money	1.386	1.363	0.173	0.854
16. Found out boy-/girlfriend cheated on you	1.061	0.857	1.462	0.144
17. Someone borrowed something without permission	1.213	1.287	0.655	0.512
18. Lots of deadlines to meet	2.137	2.372	2.565	0.011*
19. Noise disturbed you while trying to study	1.726	1.955	2.076	0.038*
20. Property stolen	1.127	0.964	1.277	0.203

Table 150--Continued.

21. Couldn't find a parking space	1.310	1.350	0.360	0.721
22. You have a hard upcoming week	1.873	2.269	4.090	0.000*
23. Parents controlling with money	0.908	0.722	1.747	0.081
24. Went into a test unprepared	1.883	2.094	1.673	0.095
25. Feel isolated	1.350	1.498	1.269	0.206
26. Lost something (especially wallet)	1.624	1.632	0.000	0.951
27. Trying to decide on a major	1.249	1.359	0.800	0.426
28. Death of a pet	0.898	0.834	0.519	0.613
29. Feel organized	1.041	1.332	2.417	0.016*
30. Did worse than expected on test	2.147	2.480	3.249	0.001*
31. Crammed for a test	2.102	2.502	4.170	0.000*
32. Had an interview	1.412	1.525	0.889	0.374
33. Maintaining a long-distance boy-/girlfriend	1.107	1.247	1.034	0.301
34. Had projects, research papers due	2.117	2.300	1.923	0.055
35. Had confrontation with an authority figure	1.416	1.430	0.100	0.906
36. Did badly on a test	2.157	2.421	2.398	0.017*
37. Heard bad news	1.736	2.009	2.573	0.011*
38. Parents getting a divorce	1.020	0.654	2.689	0.008*
39. Can't finish everything you needed to do	2.036	2.327	2.570	0.011*
40. Dependent on other people	1.447	1.470	0.224	0.827
41. Performed poorly at a task	1.640	1.780	1.320	0.188
42. Having roommate conflicts	1.497	1.722	1.660	0.099
43. Bothered by having no social support of family	0.817	0.996	1.431	0.153

Table 150--Continued.

44. Car/bike broke down, flat tire, etc.	1.457	1.435	0.173	0.867
45. Arguments, conflict of values with friends	1.467	1.735	2.362	0.019*
46. Got a traffic ticket	1.244	1.022	1.743	0.082
47. Working while in school	1.665	1.552	0.950	0.344
48. Lack of money	1.904	2.090	1.473	0.141
49. Missed your period and waiting	0.426	1.229	5.980	0.000*
50. Dealt with incompetence at Registrar's office	0.959	0.848	1.000	0.318
51. Fought with boy-/girlfriend	1.345	1.587	1.811	0.071
52. Coping with addictions	0.858	0.677	1.513	0.131
53. Applying for a job	1.188	1.350	1.385	0.167
54. No sleep	1.868	2.013	1.284	0.200
55. Thoughts about future	2.157	2.314	1.378	0.169
56. Sick, injury	1.365	1.565	1.835	0.067
57. Had a class presentation	1.675	1.794	0.994	0.321
58. Thought about unfinished work	1.812	2.265	4.183	0.000*
59. Sat through a boring class	1.528	1.516	0.100	0.912
60. Talked with a professor	1.117	1.188	0.735	0.464
61. Can't concentrate	1.792	1.906	1.030	0.305
62. Someone broke a promise	1.508	1.516	0.100	0.942
63. Got to class late	1.010	1.103	0.910	0.364
64. Bad haircut today	0.721	0.870	1.440	0.151
65. Checkbook didn't balance	0.843	1.148	2.605	0.010*
66. Visit from a relative or friend	0.624	0.686	0.707	0.478

Table 150--Continued.

67. Holiday	0.726	0.901	1.723	0.086
68. Problem with your computer	1.320	1.296	0.173	0.852
69. Felt some peer pressure	1.041	1.265	2.121	0.034*
70. Someone did a pet peeve of yours	1.467	1.632	1.442	0.150
71. Change of environment (New doctor, dentist, etc.)	0.990	0.915	0.728	0.468
72. No time to eat	1.051	1.094	0.400	0.692
73. Favorite sporting team lost	0.853	0.408	4.766	0.000*
74. Job requirements changed	0.919	0.789	1.241	0.215
75. Living with boy-/girlfriend	0.563	0.296	3.046	0.003*
76. Felt need for transportation	0.964	1.009	0.374	0.713
77. You have a hangover	0.944	0.767	1.735	0.083
78. Problem with getting home from the bar when drunk	0.578	0.323	2.872	0.004*
79. Used a fake ID	0.523	0.291	2.742	0.006*
80. No sex in a while	1.228	0.744	4.016	0.001*
81. Someone cut ahead of you in line	0.964	0.991	0.264	0.790
82. Decision to have sex on your mind	1.249	0.951	2.470	0.014*
83. Exposed to upsetting TV show, book or movie	0.924	1.220	2.872	0.004*

* $p < .05$.

expressed significantly higher stress levels than males on 20 variables, namely: Had lots of tests, registration for classes, it's finals week, erratic schedule, assignments in all classes due the same day, lots of deadlines, noise disturbed you while trying to study, you have a hard upcoming week, feel organized, did worse than expected on test, crammed for a test, did badly on a test, heard bad news, can't finish everything you needed to do, arguments, conflict of values with friends, missed your period and waiting, thought about unfinished work, checkbook didn't balance, felt some peer pressure, and exposed to upsetting TV show, book or movie.

On variables 8, 38, 73, 75, 78, 79, 80, and 82, males scored higher than females. Males expressed significantly higher stress levels than females on 8 variables, namely: Applying to graduate school, parents getting a divorce, favorite sporting team lost, living with boy-/girlfriend, problem with getting home from the bar when drunk, used a fake ID, no sex in a while, and decision to have sex on your mind.

Null Hypothesis 11 states: There are no significant differences in the severity of various stressors among a sample of Anglo Americans, African Americans, Asian Americans, Hispanic Americans, Native Americans, and Other ethnic group students at Grand Valley State University as measured by the USQ. It is important to note that three ethnic groups were used to test this hypothesis--Anglo Americans, African Americans, and Other--because the other ethnic groups were too small. This hypothesis was statistically analyzed by using one way ANOVA. Table 151 shows the ANOVA results for each of the 83 variables.

TABLE 151

ANOVA FOR RACE: HYPOTHESIS 11

Variable	AnA	AA	Oth	F	p
1. Someone you expected to call didn't	1.197	1.464	1.200	2.10	0.1234
2. Death(family member, friend)	1.891	1.625	1.950	0.71	0.4942
3. Stayed up late writing a paper	2.056	1.911	2.100	0.59	0.5530
4. Had lots of tests	2.441	2.410	2.400	0.06	0.9412
5. Registration for classes	1.592	1.732	1.500	0.56	0.5707
6. It's finals week	2.719	2.732	2.575	0.32	0.7263
7. Trying to get into your major or college	1.710	1.642	1.475	0.55	0.5756
8. Applying to graduate school	1.006	0.857	0.825	0.50	0.6098
9. Can't understand your professor	1.691	1.714	1.875	0.53	0.5906
10. Victim of a crime	0.966	0.804	0.975	0.34	0.7094
11. Erratic schedule	1.910	2.142	2.000	1.12	0.3264
12. Assignments in all classes due the same day	2.246	2.286	2.275	0.04	0.9621
13. Ran out of typewriter ribbon	0.595	0.660	0.750	0.43	0.6487
14. Breaking up with boy-/girlfriend	1.540	1.411	1.525	0.17	0.8399
15. Had to ask for money	1.364	1.554	1.200	0.97	0.3789
16. Found out boy-/girlfriend cheated on you	0.981	0.839	0.875	0.30	0.7412
17. Someone borrowed something without permission	1.241	1.446	1.075	1.29	0.2754
18. Lots of deadlines to meet	2.256	2.196	2.400	0.57	0.5672

Table 151--Continued.

19. Noise disturbed you while trying to study	1.817	2.036	1.825	0.89	0.4114
20. Property stolen	1.071	0.821	1.100	0.92	0.4002
21. Couldn't find a parking space	1.318	1.304	1.475	0.35	0.7039
22. You have a hard upcoming week	2.083	1.946	2.275	1.24	0.2904
23. Parents controlling with money	0.818	0.928	0.575	1.26	0.2852
24. Went into a test unprepared	1.957	2.339	1.825	2.49	0.0840
25. Feel isolated	1.475	1.464	1.000	2.89	0.0568
26. Lost something (especially wallet)	1.679	1.518	1.375	1.19	0.3056
27. Trying to decide on a major	1.342	1.071	1.350	0.90	0.4063
28. Death of a pet	0.932	0.500	0.825	2.68	0.0696
29. Feel organized	1.135	1.482	1.275	1.96	0.1416
30. Did worse than expected on test	2.320	2.446	2.175	1.16	0.3146
31. Crammed for a test	2.275	2.518	2.425	1.64	0.1945
32. Had an interview	1.519	1.375	1.250	1.03	0.3569
33. Maintaining a long-distance boy-/girlfriend	1.210	1.018	1.175	0.46	0.6315
34. Had projects, research papers due	2.219	2.232	2.225	0.00	0.9956
35. Had confrontation with an authority figure	1.472	1.482	0.950	3.29	0.0381*
36. Did badly on a test	2.269	2.375	2.400	0.40	0.6732
37. Heard bad news	1.877	1.982	1.725	0.64	0.5274
38. Parents getting a divorce	0.833	0.768	0.850	0.06	0.9434
39. Can't finish everything you needed to do	2.170	2.375	2.175	0.74	0.4774
40. Dependent on other people	1.469	1.429	1.425	0.05	0.9497
41. Performed poorly at a task	1.728	1.696	1.725	0.02	0.9799

Table 151--Continued.

42. Having roommate conflicts	1.673	1.536	1.250	1.75	0.1746
43. Bothered by having no social support of family	0.879	1.268	0.675	3.00	0.0507
44. Car/bike broke down, flat tire, etc.	1.475	1.357	1.325	0.37	0.6918
45. Arguments, conflict of values with friends	1.639	1.589	1.400	0.75	0.4716
46. Got a traffic ticket	1.185	0.946	0.900	1.48	0.2294
47. Working while in school	1.583	1.750	1.575	0.45	0.6354
48. Lack of money	1.975	2.196	1.950	0.73	0.4811
49. Missed your period and waiting	0.833	1.143	0.600	1.82	0.1636
50. Dealt with incompetence at Registrar's office	0.941	0.875	0.600	1.61	0.2018
51. Fought with boy-/girlfriend	1.494	1.375	1.450	0.19	0.8312
52. Coping with addictions	0.750	0.679	0.975	0.75	0.4719
53. Applying for a job	1.262	1.339	1.275	0.10	0.9066
54. No sleep	1.923	2.054	2.075	0.54	0.5836
55. Thoughts about future	2.198	2.554	2.150	2.39	0.0932
56. Sick, injury	1.444	1.661	1.425	0.94	0.3928
57. Had a class presentation	1.781	1.625	1.550	0.91	0.4023
58. Thought about unfinished work	2.037	2.196	1.975	0.58	0.5604
59. Sat through a boring class	1.454	1.804	1.675	2.73	0.0664
60. Talked with a professor	1.071	1.518	1.325	5.55	0.0042*
61. Can't concentrate	1.806	1.929	2.125	1.56	0.2108
62. Someone broke a promise	1.512	1.571	1.425	0.19	0.8256
63. Got to class late	0.963	1.500	1.225	7.03	0.0010*
64. Bad haircut today	0.806	0.750	0.825	0.08	0.9255

Table 151--Continued.

65. Checkbook didn't balance	0.969	1.089	1.175	0.68	0.5093
66. Visit from a relative or friend	0.617	0.857	0.700	1.80	0.1668
67. Holiday	0.802	1.089	0.575	3.04	0.0488*
68. Problem with your computer	1.290	1.214	1.575	1.01	0.3643
69. Felt some peer pressure	1.142	1.268	1.150	0.32	0.7244
70. Someone did a pet peeve of yours	1.506	1.982	1.350	4.69	0.0097*
71. Change of environment (New doctor, dentist, etc.)	0.966	0.875	0.925	0.19	0.8280
72. No time to eat	1.025	1.429	0.975	3.32	0.0372*
73. Favorite sporting team lost	0.633	0.518	0.625	0.33	0.7195
74. Job requirements changed	0.889	0.714	0.725	0.94	0.3909
75. Living with boy-/girlfriend	0.444	0.500	0.125	2.47	0.0858
76. Felt need for transportation	0.941	1.482	0.675	6.13	0.0024*
77. You have a hangover	0.889	0.536	0.975	3.06	0.0480*
78. Problem with getting home from the bar when drunk	0.478	0.339	0.300	1.08	0.3398
79. Used a fake ID	0.410	0.429	0.275	0.47	0.6279
80. No sex in a while	0.951	1.071	1.000	0.23	0.7931
81. Someone cut ahead of you in line	0.957	1.143	0.925	0.86	0.4235
82. Decision to have sex on your mind	1.071	1.071	1.275	0.49	0.6151
83. Exposed to upsetting TV show, book or movie	1.099	1.107	0.900	0.64	0.5272

* $p < .05$.

Of the 83 variables, only 8 showed significant differences. Because the subgroup sizes were extremely unequal, it was not wise to use the Newman-Keuls test, which was developed for equal cell frequencies. Instead, the Scheffe test was used. As this test is overly stringent, an alpha level of .10 was used instead of .05, as recommended by Ferguson and Takane (1989, p. 339). This test is shown for each of the 8 significant variables. Tables 152-159 give the Scheffe results. These are presented below.

Variable 35: *You have a hard upcoming week.* Table 152 indicates that the mean of the Anglo American students was significantly higher than the mean of the "Other" group.

Variable 60: *Talked with a professor.* Table 153 indicates that the mean of African American students is significantly higher than that of Anglo Americans.

Variable 63: *Got to class late.* Table 154 indicates that the mean of African American students is significantly higher than that of Anglo American students.

Variable 67: *Holiday.* Table 155 indicates that the mean of the African American students is significantly higher than that of the "Other" students.

Variable 70: *Someone did a pet peeve of yours.* Table 156 indicates that the mean of the African American students is significantly higher than that of the Anglo American and "Other" students.

Variable 72: *No time to eat.* Table 157 indicates that the mean of the African American students was significantly higher than that of the Anglo American students.

Variable 76: *Felt need for transportation.* Table 158 indicates that the

TABLE 152

HYPOTHESIS 11, VARIABLE 35, SCHEFFE TEST

(Matrix of Contrasts)

	Other	**AngAmer**	**AfrAm**
	0.9500	1.4722	1.4821
Other	---	0.52222* (0.4433)	0.53214 (0.5475)
AnglAm		---	0.00992 (0.3827)
AfrAm			---

* Figures in parentheses indicate critical values.

TABLE 153

HYPOTHESIS 11, VARIABLE 60, SCHEFFE TEST

(Matrix of Contrasts)

	AngAm	**Other**	**AfrAm**
	1.07099	1.32500	1.51786
AnglAm	---	0.25401 (0.3563)	0.44687* (0.3076)
Other		---	0.19286 (0.4400)
AfrAm			---

* Figures in parentheses indicate critical values.

TABLE 154

HYPOTHESIS 11, VARIABLE 63, SCHEFFE TEST

(Matrix of Contrasts)

	AngAm	Other	AfrAm
	0.96296	1.22500	1.50000
AnglAm	---	0.26204 (0.3272)	0.53704* (0.3218)
Other		---	0.27500 (0.4604)
AfrAm			---

* Figures in parentheses indicate critical values.

TABLE 155

HYPOTHESIS 11, VARIABLE 67, SCHEFFE TEST

(Matrix of Contrasts)

	Other	AnglAm	AfrAm
	0.57500	0.80247	1.08929
Other	---	0.22747 (0.3749)	0.51429* (0.4630)
AnglAm		---	0.28682 (0.3237)
AfrAm			---

* Figures in parentheses indicate critical values.

TABLE 156

HYPOTHESIS 11, VARIABLE 70, SCHEFFE TEST

(Matrix of Contrasts)

	Other	AnglAm	AfrAm
	1.35000	1.50617	1.98214
Other	---	0.15617 (0.4195)	0.63214* (0.5181)
AnglAm		---	0.47597* (0.3622)
AfrAm			---

* Figures in parentheses indicate critical values.

TABLE 157

HYPOTHESIS 11, VARIABLE 72, SCHEFFE TEST

(Matrix of Contrasts)

	Other	AnglAm	AfrAm
	0.97500	1.02469	1.42857
Other	---	0.04969 (0.40179)	0.45357 (0.49624)
AnglAm		---	0.40388* (0.34689)
AfrAm			---

* Figures in parentheses indicate critical values.

TABLE 158

HYPOTHESIS 11, VARIABLE 76, SCHEFFE TEST

(Matrix of Contrasts)

	Other	**AnglAm**	**AfrAm**
	0.67500	0.94136	1.48214
Other	---	0.26636 (0.4414)	0.80714* (0.5449)
AnglAm		---	0.54078* (0.3809)
AfrAm			---

* Figures in parentheses indicate critical values.

TABLE 159

HYPOTHESIS 11, VARIABLE 77, SCHEFFE TEST

(Matrix of Contrasts)

	AfrAm	**AnglAm**	**Other**
	0.53571	0.88889	0.97500
AfrAm	---	0.35318* (0.32484)	0.43929 (0.46469)
AnglAm		---	0.08611 (0.37625)
Other			---

* Figures in parentheses indicate critical values.

mean of the African American students was significantly higher than that of the Anglo American and "Other" students.

Variable 77: *You have a hangover*. Table 159 indicates that the mean of the Anglo American students is significantly higher than that of the African American students.

Null Hypothesis 12 states: There are no significant differences in the severity of various stressors between those students who have a declared major at Grand Valley State University and those who do not have a declared major as measured by the USQ.

This hypothesis was statistically analyzed by using the t-test for means of independent samples. Table 160 shows the t-test results for means of independent samples. Of the 83 variables, only 5 showed statistical significance.

Students who did not have a declared major scored higher on variables 5 and 27. Students who have a declared major scored higher on variables 8, 42, and 67. Students who did not have a declared major expressed significantly higher stress levels than students who had a declared major on 2 variables, namely: Registration for classes and trying to decide on a major. Students who had a declared major expressed significantly higher stress on 3 variables, namely: Applying to graduate school, having roommate conflicts, and holidays.

Null Hypothesis 13 states: There are no significant differences in the severity of various stressors between those students who live on campus at Grand Valley

TABLE 160

T-TEST FOR MAJOR: HYPOTHESIS 12

Variable	declmaj	nondecl	t	p
1. Someone you expected to call didn't	1.248	1.081	1.068	0.286
2. Death(family member, friend)	1.867	1.811	0.200	0.842
3. Stayed up late writing a paper	2.013	2.324	1.836	0.067
4. Had lots of tests	2.441	2.351	0.592	0.553
5. Registration for classes	1.559	2.054	2.604	0.001*
6. It's finals week	2.697	2.811	0.600	0.550
7. Trying to get into your major or college	1.689	1.568	0.519	0.603
8. Applying to graduate school	1.024	0.405	2.561	0.011*
9. Can't understand your professor	1.734	1.486	1.349	0.178
10. Victim of a crime	0.950	0.892	0.245	0.805
11. Erratic schedule	1.961	1.838	0.656	0.515
12. Assignments in all classes due the same day	2.269	2.108	0.867	0.386
13. Ran out of typewriter ribbon	0.611	0.703	0.509	0.613
14. Breaking up with boy-/girlfriend	1.540	1.324	0.830	0.407
15. Had to ask for money	1.366	1.459	0.436	0.663
16. Found out boy-/girlfriend cheated on you	0.961	0.865	0.387	0.697
17. Someone borrowed something without permission	1.253	1.243	0.000	0.960
18. Lots of deadlines to meet	2.253	2.351	0.600	0.547

Table 160--Continued.

19. Noise disturbed you while trying to study	1.875	1.568	1.578	0.116
20. Property stolen	1.063	0.811	1.122	0.263
21. Couldn't find a parking space	1.326	1.378	0.265	0.793
22. You have a hard upcoming week	2.094	1.973	0.700	0.486
23. Parents controlling with money	0.822	0.676	0.781	0.437
24. Went into a test unprepared	2.005	1.892	0.509	0.611
25. Feel isolated	1.418	1.541	0.600	0.550
26. Lost something (especially wallet)	1.658	1.324	1.479	0.140
27. Trying to decide on a major	1.227	2.135	3.798	0.000*
28. Death of a pet	0.854	0.973	0.529	0.595
29. Feel organized	1.183	1.324	0.663	0.508
30. Did worse than expected on test	2.352	2.108	1.342	0.181
31. Crammed for a test	2.303	2.514	1.220	0.223
32. Had an interview	1.496	1.243	1.178	0.238
33. Maintaining a long-distance boy-/girlfriend	1.204	0.946	1.081	0.279
34. Had projects, research papers due	2.214	2.297	0.489	0.623
35. Had confrontation with an authority figure	1.452	1.135	1.493	0.137
36. Did badly on a test	2.305	2.189	0.591	0.553
37. Heard bad news	1.901	1.622	1.479	0.139
38. Parents getting a divorce	0.856	0.514	1.424	0.155
39. Can't finish everything you needed to do	2.198	2.189	0.000	0.964
40. Dependent on other people	1.486	1.189	1.532	0.126
41. Performed poorly at a task	1.747	1.486	1.382	0.168

Table 160--Continued.

42. Having roommate conflicts	1.658	1.162	2.078	0.038*
43. Bothered by having no social support of family	0.943	0.595	1.587	0.113
44. Car/bike broke down, flat tire, etc.	1.452	1.378	0.316	0.749
45. Arguments, conflict of values with friends	1.614	1.568	0.223	0.819
46. Got a traffic ticket	1.097	1.432	1.503	0.134
47. Working while in school	1.619	1.459	0.755	0.450
48. Lack of money	1.995	2.081	0.387	0.699
49. Missed your period and waiting	0.862	0.757	0.424	0.670
50. Dealt with incompetence at Registrar's office	0.916	0.730	0.949	0.344
51. Fought with boy-/girlfriend	1.483	1.378	0.447	0.658
52. Coping with addictions	0.760	0.784	0.100	0.909
53. Applying for a job	1.308	0.919	1.892	0.059
54. No sleep	1.956	1.946	0.000	0.962
55. Thoughts about future	2.217	2.486	1.349	0.178
56. Sick, injury	1.467	1.514	0.245	0.810
57. Had a class presentation	1.773	1.378	1.881	0.061
58. Thought about unfinished work	2.060	1.973	0.447	0.654
59. Sat through a boring class	1.509	1.649	0.721	0.473
60. Talked with a professor	1.175	0.946	1.334	0.183
61. Can't concentrate	1.856	1.811	0.224	0.816
62. Someone broke a promise	1.509	1.541	0.173	0.873
63. Got to class late	1.073	0.919	0.854	0.393
64. Bad haircut today	0.812	0.676	0.748	0.456

Table 160--Continued.

65. Checkbook didn't balance	0.987	1.189	0.975	0.331
66. Visit from a relative or friend	0.653	0.703	0.332	0.744
67. Holiday	0.851	0.486	2.037	0.042*
68. Problem with your computer	1.300	1.378	0.346	0.729
69. Felt some peer pressure	1.151	1.243	0.489	0.623
70. Someone did a pet peeve of yours	1.538	1.730	0.949	0.342
71. Change of environment (New doctor, dentist, etc.)	0.969	0.757	1.167	0.245
72. No time to eat	1.084	0.973	0.574	0.567
73. Favorite sporting team lost	0.634	0.432	1.200	0.231
74. Job requirements changed	0.846	0.892	0.245	0.803
75. Living with boy-/girlfriend	0.433	0.297	0.872	0.384
76. Felt need for transportation	0.984	1.027	0.200	0.841
77. You have a hangover	0.830	1.054	1.241	0.215
78. Problem with getting home from the bar when drunk	0.431	0.568	0.867	0.388
79. Used a fake ID	0.420	0.189	1.546	0.123
80. No sex in a while	0.974	0.946	0.141	0.897
81. Someone cut ahead of you in line	0.995	0.811	1.054	0.294
82. Decision to have sex on your mind	1.086	1.135	0.224	0.819
83. Exposed to upsetting TV show, book or movie	1.107	0.811	1.622	0.106

* $p < .05$.

TABLE 161

t-TEST FOR LIVING STATUS: HYPOTHESIS 13

Variable	on campus	off campus	t	p
1. Someone you expected to call didn't	1.186	1.272	0.960	0.338
2. Death of family member or friend	1.803	1.909	0.663	0.506
3. Stayed up late writing a paper	2.037	2.043	0.000	0.952
4. Had lots of tests	2.404	2.457	0.608	0.542
5. Registration for classes	1.793	1.448	3.187	0.002*
6. It's finals week	2.680	2.728	0.436	0.660
7. Trying to get into your major or college	1.612	1.733	0.906	0.365
8. Applying to graduate school	0.697	1.190	3.610	0.000*
9. Can't understand your professor	1.766	1.668	0.933	0.350
10. Victim of a crime	0.904	0.978	0.547	0.582
11. Erratic schedule	1.904	1.987	0.768	0.441
12. Assignments in all classes due the same day	2.213	2.289	0.721	0.472
13. Ran out of typewriter ribbon	0.553	0.672	1.157	0.248
14. Breaking up with boy-/girlfriend	1.543	1.504	0.265	0.797
15. Had to ask for money	1.346	1.397	0.412	0.680
16. Found out boy-/girlfriend cheated on you	0.851	1.034	1.307	0.192
17. Someone borrowed something without permission	1.202	1.293	0.806	0.420
18. Lots of deadlines to meet	2.282	2.246	0.387	0.696

Table 161--Continued.

19. Noise disturbed you while trying to study	1.963	1.754	1.878	0.061
20. Property stolen	1.027	1.052	0.200	0.845
21. Couldn't find a parking space	1.160	1.470	2.778	0.006*
22. You have a hard upcoming week	2.048	2.112	0.648	0.517
23. Parents controlling with money	0.835	0.789	0.436	0.667
24. Went into a test unprepared	1.941	2.039	0.768	0.444
25. Feel isolated	1.426	1.431	0.000	0.963
26. Lost something (especially wallet)	1.644	1.616	0.200	0.833
27. Trying to decide on a major	1.415	1.220	1.410	0.159
28. Death of a pet	0.824	0.897	0.566	0.572
29. Feel organized	1.064	1.302	1.962	0.050
30. Did worse than expected on test	2.473	2.216	2.493	0.013*
31. Crammed for a test	2.296	2.345	0.529	0.596
32. Had an interview	1.287	1.625	2.789	0.006*
33. Maintaining a long-distance boy-/girlfriend	1.303	1.082	1.634	0.103
34. Had projects, research papers due	2.223	2.220	0.000	0.971
35. Had confrontation with an authority figure	1.335	1.496	1.327	0.185
36. Did badly on a test	2.394	2.216	1.600	0.110
37. Heard bad news	1.851	1.897	0.424	0.673
38. Parents getting a divorce	0.809	0.841	0.223	0.816
39. Can't finish everything you needed to do	2.218	2.181	0.316	0.748
40. Dependent on other people	1.441	1.474	0.300	0.768
41. Performed poorly at a task	1.707	1.737	0.283	0.783

Table 161--Continued.

42. Having roommate conflicts	1.686	1.556	0.954	0.341
43. Bothered by having no social support of family	0.766	1.030	2.119	0.035*
44. Car/bike broke down, flat tire, etc.	1.250	1.603	2.731	0.007*
45. Arguments, conflict of values with friends	1.660	1.569	0.787	0.430
46. Got a traffic ticket	0.963	1.259	2.330	0.020*
47. Working while in school	1.404	1.767	3.049	0.002*
48. Lack of money	1.957	2.039	0.640	0.522
49. Missed your period and waiting	0.856	0.849	0.000	0.959
50. Dealt with incompetence at Registrar's office	0.771	1.004	2.086	0.038*
51. Fought with boy-/girlfriend	1.617	1.358	1.931	0.054
52. Coping with addictions	0.718	0.797	0.663	0.509
53. Applying for a job	1.085	1.427	2.932	0.004*
54. No sleep	1.989	1.927	0.548	0.583
55. Thoughts about future	2.271	2.216	0.489	0.626
56. Sick, injury	1.452	1.487	0.316	0.750
57. Had a class presentation	1.548	1.892	2.898	0.004*
58. Thought about unfinished work	2.080	2.030	0.447	0.654
59. Sat through a boring class	1.654	1.414	2.182	0.030*
60. Talked with a professor	1.144	1.164	0.200	0.837
61. Can't concentrate	1.920	1.797	1.105	0.270
62. Someone broke a promise	1.633	1.414	1.965	0.050
63. Got to class late	1.048	1.069	0.200	0.838
64. Bad haircut today	0.713	0.713	1.519	0.129

Table 161--Continued.

65. Checkbook didn't balance	0.931	0.931	1.131	0.259
66. Visit from a relative or friend	0.633	0.633	0.500	0.616
67. Holiday	0.787	0.787	0.566	0.574
68. Problem with your computer	1.239	1.362	0.959	0.339
69. Felt some peer pressure	1.181	1.142	0.361	0.717
70. Someone did a pet peeve of yours	1.612	1.509	0.894	0.371
71. Change of environment (New doctor, dentist, etc.)	1.016	0.897	1.153	0.250
72. No time to eat	1.138	1.022	1.063	0.288
73. Favorite sporting team lost	0.628	0.608	0.200	0.836
74. Job requirements changed	0.660	1.004	3.330	0.001*
75. Living with boy-/girlfriend	0.383	0.453	0.781	0.435
76. Felt need for transportation	1.245	0.780	3.891	0.000*
77. You have a hangover	0.846	0.853	0.100	0.940
78. Problem with getting home from the bar when drunk	0.388	0.487	1.095	0.274
79. Used a fake ID	0.431	0.375	0.656	0.513
80. No sex in a while	0.915	1.017	0.831	0.407
81. Someone cut ahead of you in line	0.952	1.000	0.479	0.632
82. Decision to have sex on your mind	1.149	1.043	0.866	0.386
83. Exposed to upsetting TV show, book or movie	1.064	1.095	0.300	0.767

* $p < .05$.

State University and those who do not live on campus as measured by the USQ.

This hypothesis was statistically analyzed by using the t-test for means of independent samples. Table 161 shows the t-test results for each variable. Of the 83 variables, only 16 showed significant differences.

Students who lived off campus scored higher on variables 8, 21, 32, 43, 44, 46, 47, 50, 53, 57, and 74. Students who lived off campus expressed significantly higher stress levels than students who lived on campus on 11 variables, namely: Applying to graduate school, couldn't find a parking space, had an interview, bothered by having no social support of family, car/bike broke down, flat tire, etc., got a traffic ticket, working while in school, dealt with incompetence at the Registrar's office, applying for a job, had a class presentation, and job requirements changed.

Students living on campus scored higher on variables 5, 30, 59, 62, and 76. Students living on campus expressed significantly higher stress levels than students living off campus on 4 variables, namely: Registration for classes, did worse than expected on test, sat through a boring class, someone broke a promise, and felt need for transportation.

Null Hypothesis 14 states: There are no significant differences in the severity of various stressors among a sample group of freshman, sophomore, junior, and senior students who are full-time students and those who are part-time students at Grand Valley State University as measured by the USQ.

This hypothesis was statistically analyzed by using the t-test for means of independent samples. Table 162 gives the t-test results for each variable. Of the 83

TABLE 162

t-TEST FOR STUDENT STATUS: HYPOTHESIS 14

Variable	Full-time	Part-ime	t	p
1. Someone you expected to call didn't	1.221	1.407	1.029	0.303
2. Death of family member or friend	1.860	1.889	0.100	0.929
3. Stayed up late writing a paper	2.076	1.519	2.865	0.004*
4. Had lots of tests	2.470	1.889	3.372	0.001*
5. Registration for classes	1.613	1.444	0.762	0.446
6. It's finals week	2.761	1.926	3.870	0.000*
7. Trying to get into your major or college	1.707	1.259	1.661	0.097
8. Applying to graduate school	0.982	0.778	0.728	0.467
9. Can't understand your professor	1.738	1.333	1.913	0.056
10. Victim of a crime	0.936	1.074	0.500	0.615
11. Erratic schedule	1.949	1.963	0.000	0.949
12. Assignments in all classes due the same day	2.282	1.852	2.017	0.044*
13. Ran out of typewriter ribbon	0.613	0.703	0.436	0.666
14. Breaking up with boy-/girlfriend	1.539	1.259	0.933	0.352
15. Had to ask for money	1.374	1.370	0.000	0.988
16. Found out boy-/girlfriend cheated on you	0.964	0.778	0.656	0.513
17. Someone borrowed something without permission	1.260	1.148	0.489	0.627

Table 162--Continued.

18. Lots of deadlines to meet	2.277	2.037	1.281	0.201
19. Noise disturbed you while trying to study	1.842	1.926	0.374	0.711
20. Property stolen	1.043	1.000	0.173	0.868
21. Couldn't find a parking space	1.346	1.111	1.029	0.304
22. You have a hard upcoming week	2.115	1.630	2.431	0.016*
23. Parents controlling with money	0.835	0.444	1.794	0.073
24. Went into a test unprepared	2.028	1.519	1.987	0.047*
25. Feel isolated	1.433	1.370	0.265	0.793
26. Lost something (especially wallet)	1.656	1.222	1.667	0.096
27. Trying to decide on a major	1.328	1.000	1.170	0.242
28. Death of a pet	0.865	0.852	0.000	0.959
29. Feel organized	1.145	1.926	3.200	0.002*
30. Did worse than expected on test	2.341	2.074	1.269	0.206
31. Crammed for a test	2.333	2.037	1.489	0.137
32. Had an interview	1.468	1.556	0.346	0.725
33. Maintaining a long-distance boy-/girlfriend	1.198	0.926	0.989	0.322
34. Had projects, research papers due	2.226	2.037	0.969	0.332
35. Had confrontation with an authority figure	1.420	1.481	0.245	0.802
36. Did badly on a test	2.316	2.037	1.237	0.217
37. Heard bad news	1.903	1.556	1.603	0.110
38. Parents getting a divorce	0.837	0.667	0.608	0.541
39. Can't finish everything you needed to do	2.219	1.778	1.903	0.058

Table 162--Continued.

40. Dependent on other people	1.448	1.630	0.812	0.417
41. Performed poorly at a task	1.712	1.741	0.141	0.897
42. Having roommate conflicts	1.641	1.259	1.382	0.167
43. Bothered by having no social support of family	0.898	1.111	0.837	0.402
44. Car/bike broke down, flat tire, etc.	1.417	1.852	1.646	0.100
45. Arguments, conflict of values with friends	1.618	1.481	0.592	0.557
46. Got a traffic ticket	1.130	1.074	0.224	0.830
47. Working while in school	1.555	2.333	3.23	0.001*
48. Lack of money	1.023	1.703	1.241	0.215
49. Missed your period and waiting	0.840	1.037	0.693	0.488
50. Dealt with incompetence at Registrar's office	0.891	1.037	0.640	0.520
51. Fought with boy-/girlfriend	1.496	1.148	1.277	0.203
52. Coping with addictions	0.753	0.889	0.557	0.578
53. Applying for a job	1.275	1.259	0.000	0.948
54. No sleep	1.921	2.296	1.628	0.104
55. Thoughts about future	2.252	2.074	0.769	0.443
56. Sick, injury	1.470	1.481	0.000	0.961
57. Had a class presentation	1.725	1.926	0.824	0.410
58. Thought about unfinished work	2.066	1.852	0.954	0.340
59. Sat through a boring class	1.524	1.481	0.200	0.849
60. Talked with a professor	1.148	1.259	0.566	0.574
61. Can't concentrate	1.865	1.667	0.877	0.380

Table 162--Continued.

62. Someone broke a promise	1.514	1.481	0.141	0.886
63. Got to class late	1.028	1.519	2.366	0.018*
64. Bad haircut today	0.789	0.963	0.825	0.410
65. Checkbook didn't balance	1.000	1.074	0.316	0.758
66. Visit from a relative or friend	0.651	0.740	0.509	0.614
67. Holiday	0.794	1.185	1.889	0.049
68. Problem with your computer	1.333	0.926	1.572	0.117
69. Felt some peer pressure	1.158	1.185	0.141	0.899
70. Someone did a pet peeve of yours	1.555	1.556	0.000	0.997
71. Change of environment (New doctor, dentist, etc.)	0.944	1.037	0.447	0.659
72. No time to eat	1.079	1.000	0.360	0.724
73. Favorite sporting team lost	0.613	0.667	0.283	0.784
74. Job requirements changed	0.827	1.185	1.691	0.092
75. Living with boy-/girlfriend	0.412	0.556	0.794	0.427
76. Felt need for transportation	1.005	0.740	1.072	0.283
77. You have a hangover	0.863	0.667	0.938	0.347
78. Problem with getting home from the bar when drunk	0.458	0.222	1.292	0.197
79. Used a fake ID	0.422	0.074	2.019	0.044*
80. No sex in a while	0.962	1.111	0.600	0.551
81. Someone cut ahead of you in line	0.952	1.370	2.078	0.038*
82. Decision to have sex on your mind	1.084	1.185	0.412	0.683
83. Exposed to upsetting TV show, book or movie	1.081	1.074	0.000	0.972

* $p < .05$.

variables, 11 showed significant differences.

On variables 3, 4, 6, 12, 22, 24, and 79, full-time students scored higher than part-time students. Full-time students expressed significantly higher stress levels than part-time students on 7 variables, namely: Stayed up late writing a paper, had lots of tests, it's finals week, assignments in all classes due the same day, you have a hard upcoming week, went into a test unprepared, and used a fake ID.

Those in the part-time group scored higher on variables 29, 47, 63, and 81. Part-time students expressed significantly higher stress levels than full-time students on 4 variables, namely: feel organized, working while in school, got to class late, and someone cut ahead of you in line.

Null Hypothesis 15 states: There are no significant differences in the severity of various stressors among a sample group of freshman, sophomore, junior, and senior students who work while attending Grand Valley State University, and those who do not work as measured by the USQ.

This hypothesis was statistically analyzed by using the t-test for means of independent samples. Table 163 gives the t-test results for each variable. Of the 83 variables, only 9 indicated significant differences.

The working students scored significantly higher on variables 13, 47, 48, and 74. Working students expressed significantly higher stress levels than non-working students on 4 variables, namely: Ran out of typewriter ribbon, working while in school, lack of money, job requirements changed.

On variables 2, 14, 36, 37, and 79, the non-working students scored

TABLE 163

t-TEST FOR WORK STATUS: HYPOTHESIS 15

Variable	Working	Nonwork	t	p
1. Someone you expected to call didn't	1.204	1.307	1.044	0.297
2. Death of family member or friend	1.759	2.128	2.093	0.037*
3. Stayed up late writing a paper	2.069	1.965	0.964	0.336
4. Had lots of tests	2.415	2.478	0.656	0.511
5. Registration for classes	1.577	1.666	0.735	0.462
6. It's finals week	2.660	2.829	1.411	0.159
7. Trying to get into your major or college	1.719	1.572	0.995	0.321
8. Applying to graduate school	0.970	0.965	0.000	0.976
9. Can't understand your professor	1.745	1.623	1.049	0.293
10. Victim of a crime	0.937	0.965	0.200	0.848
11. Erratic schedule	1.993	1.837	1.308	0.191
12. Assignments in all classes due the same day	2.240	2.290	0.424	0.672
13. Ran out of typewriter ribbon	0.686	0.444	2.124	0.034*
14. Breaking up with boy-/girlfriend	1.415	1.794	2.317	0.021*
15. Had to ask for money	1.369	1.384	0.100	0.912
16. Found out boy-/girlfriend cheated on you	0.874	1.153	1.800	0.072
17. Someone borrowed something without permission	1.277	1.188	0.714	0.476
18. Lots of deadlines to meet	2.250	2.290	0.387	0.699

Table 163–Continued.

19. Noise disturbed you while trying to study	1.801	1.965	1.330	0.184
20. Property stolen	1.000	1.145	1.025	0.307
21. Couldn't find a parking space	1.353	1.273	0.640	0.524
22. You have a hard upcoming week	2.079	2.094	0.141	0.892
23. Parents controlling with money	0.745	0.974	1.923	0.055
24. Went into a test unprepared	1.940	2.136	1.396	0.163
25. Feel isolated	1.422	1.444	0.173	0.865
26. Lost something (especially wallet)	1.584	1.743	1.118	0.264
27. Trying to decide on a major	1.277	1.384	0.700	0.484
28. Death of a pet	0.795	1.042	1.752	0.080
29. Feel organized	1.178	1.239	0.447	0.651
30. Did worse than expected on test	2.353	2.273	0.693	0.490
31. Crammed for a test	2.353	2.239	1.044	0.297
32. Had an interview	1.485	1.444	0.300	0.764
33. Maintaining a long-distance boy-/girlfriend	1.122	1.333	1.407	0.160
34. Had projects, research papers due	2.240	2.170	0.656	0.513
35. Had confrontation with an authority figure	1.405	1.470	0.479	0.633
36. Did badly on a test	2.227	2.247	1.965	0.050*
37. Heard bad news	1.772	2.145	3.159	0.001*
38. Parents getting a divorce	0.811	0.863	0.332	0.736
39. Can't finish everything you needed to do	2.234	2.102	1.034	0.301
40. Dependent on other people	1.429	1.538	0.894	0.372
41. Performed poorly at a task	1.726	1.717	0.000	0.945

Table 163--Continued.

42. Having roommate conflicts	1.580	1.700	0.794	0.428
43. Bothered by having no social support of family	0.967	0.769	1.425	0.154
44. Car/bike broke down, flat tire, etc.	1.508	1.282	1.565	0.117
45. Arguments, conflict of values with friends	1.567	1.717	1.183	0.237
46. Got a traffic ticket	1.168	1.017	1.068	0.285
47. Working while in school	1.947	0.717	10.31	0.000*
48. Lack of money	2.122	1.692	3.084	0.002*
49. Missed your period and waiting	0.854	0.846	0.000	0.955
50. Dealt with incompetence at Registrar's office	0.861	1.000	1.114	0.265
51. Fought with boy-/girlfriend	1.448	1.538	0.600	0.549
52. Coping with addictions	0.752	0.786	0.245	0.799
53. Applying for a job	1.267	1.290	0.173	0.858
54. No sleep	1.967	1.923	0.346	0.728
55. Thoughts about future	2.240	2.239	0.000	0.989
56. Sick, injury	1.495	1.410	0.700	0.485
57. Had a class presentation	1.795	1.589	1.549	0.122
58. Thought about unfinished work	2.019	2.136	0.954	0.341
59. Sat through a boring class	1.537	1.478	0.479	0.629
60. Talked with a professor	1.178	1.094	0.775	0.438
61. Can't concentrate	1.861	1.829	0.265	0.793
62. Someone broke a promise	1.471	1.615	1.158	0.248
63. Got to class late	1.085	0.991	0.825	0.408
64. Bad haircut today	0.798	0.803	0.000	0.967

Table 163--Continued.

65. Checkbook didn't balance	0.990	1.042	0.400	0.689
66. Visit from a relative or friend	0.686	0.581	1.091	0.276
67. Holiday	0.854	0.726	1.131	0.259
68. Problem with your computer	1.306	1.307	0.000	0.995
69. Felt some peer pressure	1.132	1.230	0.837	0.403
70. Someone did a pet peeve of yours	1.531	1.615	0.656	0.510
71. Change of environment (New doctor, dentist, etc.)	0.963	0.914	0.424	0.669
72. No time to eat	1.125	0.940	1.523	0.128
73. Favorite sporting team lost	0.627	0.589	0.346	0.726
74. Job requirements changed	0.917	0.675	2.093	0.036*
75. Living with boy-/girlfriend	0.422	0.418	0.000	0.970
76. Felt need for transportation	0.957	1.068	0.825	0.409
77. You have a hangover	0.795	0.991	1.723	0.085
78. Problem with getting home from the bar when drunk	0.432	0.470	0.374	0.706
79. Used a fake ID	0.343	0.547	2.163	0.031*
80. No sex in a while	0.953	1.017	0.458	0.643
81. Someone cut ahead of you in line	0.990	0.948	0.374	0.708
82. Decision to have sex on your mind	1.099	1.068	0.224	0.821
83. Exposed to upsetting TV show, book or movie	1.056	1.145	0.768	0.441

* $p < .05$.

significantly higher. Non-working students expressed significantly higher stress levels than working students on 5 variables, namely: Death (family member, friend), breaking up with boy-/girlfriend, did badly on a test, heard bad news, and used a fake ID.

Null Hypothesis 16 states: There are no significant differences in the severity of various stressors between those students who have a religious orientation at Grand Valley State University, and those who do not have a religious orientation as measured by the USQ.

This hypothesis was statistically analyzed by using the t-test for means of independent samples. Table 164 gives the results for each variable. Of the 83 variables, only 4 showed significant differences. This is barely what would be expected by chance, and thus the hypothesis cannot be rejected. On variables 38, 77, 78, and 80, the non-religious group scored higher than the religious group. The non-religious group expressed significantly higher stress levels than the religious group on 4 variables, namely: Parents getting a divorce, you have a hangover, problem with getting home from the bar when drunk, and no sex in a while.

Summary

This chapter has presented the general characteristics of the study population, descriptive results of the data, and the results of the hypothesis testing. The research examined the frequency of occurrence of specific stressors and the severity of identified stressors among a representative sample of undergraduate students at Grand Valley State University.

This research was comprised of 16 hypotheses. The only two hypotheses

TABLE 164

t-TEST FOR RELIGION: HYPOTHESIS 16

Variable	Religious	Nonreligious	t	p
1. Someone you expected to call didn't	1.198	1.292	1.054	0.293
2. Death of family member or friend	1.907	1.789	0.728	0.468
3. Stayed up late writing a paper	2.113	1.930	1.871	0.062
4. Had lots of tests	2.460	2.404	0.648	0.520
5. Registration for classes	1.645	1.544	0.917	0.361
6. It's finals week	2.754	2.655	0.911	0.364
7. Trying to get into your major or college	1.774	1.550	1.667	0.096
8. Applying to graduate school	0.996	0.924	0.509	0.609
9. Can't understand your professor	1.754	1.661	0.883	0.379
10. Victim of a crime	0.863	1.053	1.393	0.164
11. Erratic schedule	1.972	1.906	0.600	0.548
12. Assignments in all classes due the same day	2.210	2.322	1.044	0.297
13. Ran out of typewriter ribbon	0.621	0.620	0.000	0.992
14. Breaking up with boy-/girlfriend	1.560	1.474	0.574	0.564
15. Had to ask for money	1.347	1.421	0.600	0.551
16. Found out boy-/girlfriend cheated on you	0.887	1.053	1.166	0.245
17. Someone borrowed something without permission	1.278	1.199	0.700	0.485
18. Lots of deadlines to meet	2.282	2.228	0.574	0.564

Table 164--Continued.

19. Noise disturbed you while trying to study	1.887	1.801	0.761	0.445
20. Property stolen	0.988	1.105	0.905	0.366
21. Couldn't find a parking space	1.290	1.386	0.836	0.402
22. You have a hard upcoming week	2.056	2.135	0.781	0.435
23. Parents controlling with money	0.798	0.825	0.245	0.811
24. Went into a test unprepared	2.000	1.994	0.000	0.964
25. Feel isolated	1.452	1.404	0.400	0.685
26. Lost something (especially wallet)	1.669	1.579	0.693	0.488
27. Trying to decide on a major	1.270	1.368	0.700	0.484
28. Death of a pet	0.774	0.982	1.619	0.106
29. Feel organized	1.202	1.181	0.173	0.869
30. Did worse than expected on test	2.290	2.380	0.854	0.394
31. Crammed for a test	2.387	2.240	1.487	0.138
32. Had an interview	1.142	1.567	1.229	0.220
33. Maintaining a long-distance boy-/girlfriend	1.214	1.129	0.616	0.537
34. Had projects, research papers due	2.246	2.199	0.479	0.628
35. Had confrontation with an authority figure	1.379	1.491	0.911	0.362
36. Did badly on a test	2.214	2.421	1.841	0.066
37. Heard bad news	1.839	1.942	0.943	0.345
38. Parents getting a divorce	0.710	0.982	1.970	0.496*
39. Can't finish everything you needed to do	2.218	2.170	0.412	0.680
40. Dependent on other people	1.508	1.386	1.090	0.276
41. Performed poorly at a task	1.673	1.807	1.233	0.219

Table 164--Continued.

42. Having roommate conflicts	1.516	1.766	1.814	0.071
43. Bothered by having no social support of family	0.948	0.866	0.648	0.518
44. Car/bike broke down, flat tire, etc.	1.548	1.304	1.855	0.064
45. Arguments, conflict of values with friends	1.605	1.626	0.173	0.857
46. Got a traffic ticket	1.133	1.099	0.264	0.794
47. Working while in school	1.681	1.480	1.667	0.096
48. Lack of money	2.024	1.982	0.331	0.746
49. Missed your period and waiting	0.859	0.848	0.100	0.939
50. Dealt with incompetence at Registrar's office	0.875	0.924	0.436	0.666
51. Fought with boy-/girlfriend	1.427	1.550	0.894	0.370
52. Coping with addictions	0.815	0.690	1.025	0.307
53. Applying for a job	1.290	1.234	0.480	0.635
54. No sleep	2.000	1.877	1.067	0.286
55. Thoughts about future	2.286	2.181	0.911	0.364
56. Sick, injury	1.415	1.538	1.113	0.266
57. Had a class presentation	1.738	1.725	0.100	0.916
58. Thought about unfinished work	2.133	1.924	1.876	0.061
59. Sat through a boring class	1.532	1.497	0.316	0.754
60. Talked with a professor	1.181	1.099	0.837	0.405
61. Can't concentrate	1.891	1.795	0.849	0.397
62. Someone broke a promise	1.532	1.491	0.361	0.718
63. Got to class late	1.081	1.029	0.490	0.622
64. Bad haircut today	0.794	0.801	0.000	0.949

Table 164--Continued.

65. Checkbook didn't balance	0.952	1.088	1.136	0.257
66. Visit from a relative or friend	0.673	0.632	0.470	0.637
67. Holiday	0.847	0.760	0.843	0.400
68. Problem with your computer	1.327	1.287	0.316	0.758
69. Felt some peer pressure	1.234	1.047	1.741	0.083
70. Someone did a pet peeve of yours	1.556	1.561	0.000	0.966
71. Change of environment (New doctor, dentist, etc.)	0.972	0.918	0.510	0.611
72. No time to eat	1.008	1.175	1.507	0.133
73. Favorite sporting team lost	0.536	0.719	1.897	0.058
74. Job requirements changed	0.875	0.807	0.640	0.522
75. Living with boy-/girlfriend	0.383	0.480	1.068	0.285
76. Felt need for transportation	1.036	0.924	0.911	0.362
77. You have a hangover	0.706	1.058	3.429	0.001*
78. Problem with getting home from the bar when drunk	0.359	0.567	2.291	0.022*
79. Used a fake ID	0.359	0.462	1.192	0.234
80. No sex in a while	0.863	1.135	2.186	0.029*
81. Someone cut ahead of you in line	0.931	1.053	1.200	0.231
82. Decision to have sex on your mind	1.077	1.111	0.283	0.781
83. Exposed to upsetting TV show, book or movie	1.137	1.006	1.245	0.215

*$p < .05$.

that could not be rejected were those that focused on declared major and religious orientation. The small differences that emerged were barely what would be expected by chance, and thus these two hypotheses could not be rejected.

Of the 8 independent variables, class, gender, race, and living status showed significant differences. These four independent variables, especially class and gender, were very important measures of stressors that students experience.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is divided into three major sections. The first section summarizes the statement of the problem, the purpose of the study, the literature review, and the methodology. The second section summarizes and discusses the findings of the study in relation to previous literature and then seeks to draw conclusions. The final section includes conclusions and implications, recommendations for practice, and further research based on the findings of the study.

Summary

Statement of the Problem

Stress among college students has attracted considerable attention among college administrators and professors. Past research provides limited information on stress among college students. Although most studies have focused on typical concerns of students and symptoms such as depression, anxiety, and physical illness, few studies have addressed such specific stressors as relationship problems, academic difficulties, and other specific variables. At Grand Valley State University, stress among students is a concern as it is at any other academic institution.

Purpose of the Study

The purpose of this study was twofold. First, the frequency of occurrence of specific stressors that undergraduate students experience was identified. Second, the study examined the severity of identified stressors among a sample of freshman, sophomore, junior, and senior undergraduate students at Grand Valley State University. The results from this study will assist administration and faculty at Grand Valley State University to identify major stressors for students. Also, it may help to structure educational programs and various activities to decrease the degree of stress students experience, thus making their educational experience more productive, relaxing, and enjoyable.

Overview of Related Literature

Literature relevant to the study was reviewed in eight sections: First, stressors among college students was addressed in a general way. Another section explored stress and year in college. Gender differences and stress were discussed, as well as stress among minority students. A discussion on stress and declared major was pursued. The impact of living on campus versus commuting to school was reviewed, followed by stress and student status. Work and its impact on college students were examined. Finally, stress and religiosity among college students were explored, and the instruments used in the study of stress were then reviewed.

Stressors Among College Students

Current literature supports the concept that students are exposed to various stressors within the academic environment. Numerous stressors among college students can be linked with relationship problems, financial difficulties, poor performance, and test anxiety. Whitman, Spendlove, and Clarke (1984) have asserted that educational programs in which many students find themselves can produce increasing levels of stress that may stem from what students perceive as excessive demands, too little or inappropriate feedback from teachers, feelings of not belonging in the academic environment, and the lack of personal relationships with teachers.

Stress and Year in College

There are controversial ideas from different studies in the literature on stress when year in college is a deciding factor. Rawson et al. (1994) predicted that stress, anxiety, depression and physical illness vary by both year in college (freshman, sophomore, junior, senior) and gender. Freshmen entering college experience great shock with respect to the different changes and transitions that they face. Sophomores seem to be still adjusting but are more familiar with the school, while juniors experience the stress from choosing a major and preparing for their final year in college. Seniors experience stress that comes from facing the job market, fear of the unknown, and applying to graduate school.

Gender Differences and Stress Among College Students

A substantial amount of evidence clearly suggests that women appraise their achievements more negatively than men (Eccles & Hoffman, 1984). Most counseling center clients are women. A study by Hamilton and Fagot (1988) stated that women experience the same stressors as men. However, men were more likely to take direct action to deal with stress than were females who used relaxation, religion, and other coping strategies (Stone & Neale, 1984). In a recent study, Abouserie (1994) concluded that gender differences revealed that female students score significantly higher than their male counterparts on both academic and life stress.

Stress Among Minority Students

Existing research on stress among minority students appears to indicate that they experience more stress on college campuses than their White counterparts. A study of minority college students indicates that these students find it particularly difficult to locate and become members of a supportive community in predominantly White Anglo colleges (Loo & Rolison, 1986). Minority students are more likely to experience stress, feelings of isolation, and marginality.

Stress and Declared Major

The problems of college students being unable to make good career decisions have long been a concern to counseling psychologists, both practitioners and researchers. Current research has indicated that the following variables are associated with career indecisiveness: higher anxiety, poor sense of identity, external locus of

control, perceived problem-solving deficits, emotional or financial dependence, goal instability, manipulative behavior, and low self-esteem (Hartman, Faqua, & Blum, 1985; Larson et al., 1988; Robbins, 1987; Salomone, 1982; Zingaro, 1983). Selecting a college major can be a difficult process for many students. However, once students have selected a major, there is a tendency for them to feel more focused, stabilized, and less anxious.

Stress and Cognitive Impacts of Living on Campus Versus Commuting to College

Extensive research has assessed the educational influence of living on campus versus commuting to college. Anderson (1981) stated that students living on campus are more involved in the educational and social systems of the institution than their counterparts. Also, students who live on campus make significantly greater gains during college and appear to be less stressed. Other factors adding to the stressful situation for students who live off campus are: winter weather, problems with not having a ride, and not having easy access to the library.

Stress and Full-time or Part-time Students

There is a dearth of research literature on stress and student status. The bulk of what is known about how college affects students is based on traditional-age students who are enrolled full time at residential institutions. Relatively few studies have focused on stress and the "new majority" (Ehrlich, 1991) college students. New-majority students are made up of older students, who live off campus, work more than 20 hours

per week, have families, and attend college part time. The limited research literature that addresses this subject has yielded conflicting results.

Stress and the Working College Student

Given the substantial number of students who work while attending college, it is somewhat surprising that only a modest body of inquiry has assessed the impact of work on outcomes of college completion and stress. Astin (1993) stated that holding a full-time job during college had a significant negative impact on students' grades, and this causes a high level of stress among students who work long hours off campus.

Stress and Religion Among College Students

The literature on this section appears conflicting. Whereas Schafer and King (1990) concluded that whether students did or did not express a sense of religiosity seemed to have no significant relationship with frequency of great stress, other studies have concluded that students who were more religious seemed less stressed. The conclusion of this latter school of thought is that the students who professed a religious faith seemed to have better coping mechanisms than the non-religious students, although there is no way of knowing which factors are most dominant in the paradigm.

Instruments Used in the Study of Stress

Much of the research done in the area of stress so far has utilized instruments that inadequately measured the population relevant to their specific stressors, needs, and environment. The Undergraduate Stress Questionnaire (Crandall et al., 1992)

measures both frequency and severity of 83 specific stressors experienced by college undergraduate students.

Methodology

This ex-post-facto study was undertaken to compare the sources of stress among a sample population of undergraduate students at Grand Valley State University, using the Undergraduate Stress Questionnaire (USQ) and a demographic questionnaire. The demographic questionnaire was used to collect information on gender, class, race, declared or undeclared majors, place of residence (on or off campus), student status (full time or part time), work status (whether they worked or not), and religiosity.

The Undergraduate Stress Questionnaire (USQ) was used. This instrument was developed by Crandall, Priesler, and Aussprung for the purpose of identifying stressors that are common to undergraduate students. It has been used fairly extensively with the college population. There were 83 questions investigating the frequency and severity of specific stressors experienced by students.

The subjects of this study were 420 undergraduate students attending Grand Valley State University. They included 324 Anglo Americans, 56 African Americans, 10 Asian Americans, 12 Hispanics, 4 Native Americans, and 14 Other. These students were selected from the general University population and were in various school programs representing a diversity of cultures and educational backgrounds. Students were selected from the general classes, the dormitories, and the living centers on campus. They were encouraged to respond as honestly as possible to all the questions.

From the sample population there were 105 freshmen, 105 sophomores, 105 juniors, and 105 seniors. The data were collected and analyzed with respect to each item on the instrument for the whole group, and then appropriate subgroups. Data analysis was conducted by using chi square analysis for hypotheses 1 through 8 relating to frequency of stressors. The remaining eight hypotheses relating to severity of stressors were analyzed utilizing one-way ANOVA and the t-test of the differences between means of independent samples.

The study used both the 83 variables of the USQ and the demographic data to make comparisons with statistical analysis. It also identified possible patterns of high stress levels on specific stressors among a group of undergraduate students at Grand Valley State University.

Findings of the Study

The findings of this study are summarized according to the 16 null hypotheses that were formulated and tested. An item-by-item analysis of the 83 questions that addressed frequency and severity of sources of stress revealed significant findings. The major stressors for students tend to focus on finals week, test taking, time constraints, scheduling problems, thoughts about the future, and working while in school. Overall, the most severe stressor for both males and females was: It's finals week. The top three most frequently occurring stressors for both males and females are: sat through a boring class, thoughts about the future, and working while in school.

Hypothesis 1

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the frequency of occurrence of various stressors among the research sample of freshman, sophomore, junior, and senior undergraduate students at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 50 items and rejected for 33 items. Class status was definitely related to the distribution of responses on the Undergraduate Stress Questionnaire. Of the 33 stressors where there were significant differences, 17 (52%) showed freshmen with greater frequency of stress than sophomore, junior, and senior students. This should be expected due to the fact that many freshman students are moving away from home, parents, and friends for the first time. They are also facing new social challenges, developing new peer networks, and experiencing intellectual challenges from the rigorous academic curriculum and their first encounter with the university environment. The nature of frequent stressors for freshmen focused on scholastic issues such as did badly on a test, went into a test unprepared, and had projects and research papers due. Social and peer-related issues such as feeling some peer pressure, decision to have sex on your mind, and having a hangover produced frequent stressors for freshmen.

With regard to sophomore students, of the 33 stressors where significant differences emerged, 1 (3%) of these showed that they had greater frequency of stress than freshman, junior, and senior students. This may be because they have successfully

completed their first year of college, made a fairly smooth transition to their second year, and developed an adequate social support system. They reported the greatest frequency of occurrence of stress from having roommate conflicts. Of the 33 stressors where significant differences occurred, 6 (18%) showed that junior students had greater frequency of stress than freshman, sophomore, and senior students. Frequent stressors for junior students focused on academic and work concerns. Of the 33 stressors where significant differences were found, 9 (27%) revealed that senior students had greater frequency of stress than freshman, sophomore, and junior students. Senior students' frequent stressors were school-related items, such as applying to graduate school, registering for classes, and having class presentations. Work-related items also produced frequent stress for senior students

Hypothesis 2

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the frequency of occurrence of various stressors between males and females of the research sample at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 65 items and rejected for 18 items. Gender was related to the distribution of responses on the Undergraduate Stress Questionnaire. Of the 18 stressors where significant differences were found, 15 (83%) showed males with greater frequency of stress than females, and on 3 items (17%), females reported greater frequency of stress than males. Research has shown that females typically report more stressors than males in the academic environment. The

data from this study contradict previous findings. This study showed that males experienced frequent stressors in different areas. Generally, frequent stressors for males can be attributed to interpersonal problems, academic issues, sexual concerns, and their drinking behavior. Females' frequent stressors focused directly on the academic environment. These variables were: being disturbed by noise while trying to study, not being able to concentrate, and thoughts about unfinished work.

Hypothesis 3

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the frequency of occurrence of various stressors among the research sample of ethnic groups at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 66 items and rejected for 17 items. Race/ethnicity was related to the distribution of responses on the Undergraduate Stress Questionnaire. Of the 17 stressors where there were significant differences, 10 (59%) showed African American students with greater frequency of stress than Anglo American and Other students, and on 4 items (24%), Other students showed greater frequency of stress than African and Anglo American students. On 3 items (18%), Anglo American students reported greater frequency of stress than African American and Other students.

Overall, African American students experience frequent stressors at Grand Valley State University. Their stressors can be classified into five areas: (1) academic, (2) social, (3) family, (4) work, and (5) transportation. The Other students in this study reported more frequent stressors concerning registration for classes, being a victim of a

crime, someone borrowing something without permission, and parents getting a divorce. Anglo American students experience more frequent occurrence of stress concerning their relationships with significant others and their drinking behavior.

Hypothesis 4

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the frequency of occurrence of various stressors between those students who have a declared major at Grand Valley State University and those who do not have a declared major as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 77 items and rejected for 6 items. Of the 6 stressors where significant differences occurred, 4 (67%) revealed that students without a declared major experienced greater frequency of stress than students who have a major and on 2 items (33%) showed that students who have a declared major have a greater frequency of stress than students who do not have a declared major. It is important to note that the most statistically significant stressor variable for students who did not have a declared major, was: trying to decide on a major. This underscores the importance of deciding on a major as soon as possible for students in the academic environment. Students in the non-declared group experienced more frequent stressors concerning their drinking behaviors and having lots of deadlines to meet. Students who had a declared major reported more frequent stressors surrounding class presentations and other students annoying them.

Hypothesis 5

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the frequency of various stressors between those students who live on campus at Grand Valley State University and those who live off campus as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 63 items and rejected for 20 items. Of the 20 stressors where there were significant differences, 11 (55%) showed that students who lived off campus reported greater frequency of stress than students who lived on campus, and on 9 items (45%) students who lived on campus reported greater frequency of stress than students who lived off campus. The more frequent stressors for the off campus group focused mainly on commuting issues, followed by work concerns, and finances. The on-campus group encountered more frequent occurrence of stress problems directly related to the academic environment, such as can't understand your professor, can't concentrate, and did badly on a test.

Hypothesis 6

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the various stressors between those students who are full-time students at Grand Valley State University and those who are part-time students as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 72 of the items and rejected for 11 items. Student status was related to the distribution of scores on the USQ. Of the 11 stressors where significant differences were found, 6 (55%) of these showed that full-time students

reported greater frequency of stress than part-time students, and on 5 items (45%) part-time students reported greater frequency of stress than full-time students. The full-time students' more frequent stressors primarily focused on academic issues such as test taking and class attendance.

Part-time students' more frequent stressors pertained to personal and social issues. Previous research concerning student status is conflicting. Some studies indicate that students who attend college part time appear more stressed because they occupy multiple roles. Kramer et al. (1987) provided data relevant to the relationship between stress and student status, interpreting their results as evidence that part-time students experience greater stress than full-time students do.

Hypothesis 7

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the frequency of occurrence of various stressors between students who work while attending college at Grand Valley State University and those who do not work as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 73 items and rejected for 10 items. Work status was related to the distribution of responses on the USQ. Of the 10 stressors where significant differences were found, 5 (50%) showed that students who worked experienced greater frequency of stress than non-working students, and on 5 (50%) items, non-working students experienced greater frequency of stress than working students. Both groups of students reported the same number of statistically significant

frequent stressors. Not surprisingly, the most statistically significant stressor for working students was, working while in school. The general theme of their more frequent stressors were work related, academic concerns, finances, and time constraints.

More frequent stressors for non-working students clearly involved personal issues, especially relationships. Astin (1993) mentions that students who work have high levels of stress. The data from this study are somewhat inconsistent with Astin's (1993) findings since it indicated that both students who work and those who do not work experience the same number of frequent stressors.

Hypothesis 8

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the frequency of occurrence of various stressors between those students who have a religious orientation at Grand Valley State University and those who do not as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 81 items and rejected for 2 items. However, because this number is smaller than what would be expected by chance, this hypothesis cannot be rejected.

Religion was not related to the distribution of responses on the Undergraduate Stress Questionnaire. Of the 2 (100%) items where significant differences emerged, non-religious students reported greater frequency of stress than religious students on both items. The more frequent stressors for the non-religious students were: noise disturbed you while trying to study, and you have a hangover.

Literature pertaining to stress and religion among college students yields conflicting results. Some studies have concluded that students who were more religious seemed less stressed. Schafer and King (1990) concluded that whether students did or did not express a sense of religiosity seemed to have no significant relationship with frequency of great stress. Within this study, it appears that non-religious students experience slightly greater frequency of stress than religious students.

Hypothesis 9

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the severity of various stressors among a sample group of freshmen, sophomores, juniors, and seniors at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 66 of the items and rejected for 17 items. Class status were related to the distribution of responses on the USQ. Of the 17 stressors where there was significant differences, 8 (47%) showed freshman students with higher severity of stress than sophomore, junior, and senior students. On 1 (6%) item, sophomore students showed higher severity of stress than freshman, junior, and senior students. On 4 (24%) items, junior students showed higher severity of stress than freshman, sophomore, and senior students. On 4 (24%) items, senior students showed higher severity of stress than freshman, sophomore, and junior students.

Overall, the freshman students reported higher severity of stress on more items than sophomore, junior, and senior students. The stressors that produced greater severity for this group of students clearly focused on the academic environment. The

variables that were the most statistically significant in terms of greater severity stressor for freshmen were: trying to decide on a major, felt need for transportation, and registering for classes. Previous research suggests that freshmen students are more likely to experience stress than more advanced students (Baker & Nidorf, 1964; Mechanic & Greenley, 1976). The results of this study are consistent with previous research.

The variable that produced the greatest severity stressor for the sophomores was: having roommate conflicts. Junior students in this study reported more severe stress concerning work, commuting, and major/college selection.

Senior students in this sample reported higher stress than the other groups with applying to graduate school, having a job interview, and commuting problems. The stressor variable that produced the greatest severity stressor for seniors was: having a class presentation. There are controversial ideas from different studies in the literature on stress when year in school is a deciding factor.

Hypothesis 10

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the severity of various stressors between males and females in the sample group of students at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 55 items and rejected for 28 items. Gender was related to the distribution of responses on the Undergraduate Stress Questionnaire. Of the 28 stressors where significant differences emerged, 20 (71%) of these showed that females experienced higher severity of stress than males, and on 8

(29%) items, males showed higher severity of stress than females. The stressors that produced higher severity of stress for females can be categorized into two distinct areas: academic and personal stressors. In a study conducted by Frazier and Schauben (1994), they concluded that women report experiencing more stress than do men. The data from this study are clearly consistent with Frazier and Schauben's (1994) findings.

The males in this study reported more severe stress from various areas such as, applying to graduate school, parents getting a divorce, favorite sporting team lost, living with girlfriend, using a fake ID, and sexual stressors. The stressors reported by males as more severe than for females are almost completely unrelated to the academic environment.

Hypothesis 11

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the severity of various stressors among a sample of Anglo Americans, African Americans, and Other ethnic groups at Grand Valley State University as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 75 items and rejected for 8 items. Ethnicity was related to the distribution of responses to the USQ. Of the 8 stressors where significant differences occurred, 6 (75%) showed African American students with greater severity of stress than Anglo American and Other students, and on 2 (25%) items Anglo American students showed greater severity of stress than African American and Other students. Within this study, African American students reported greater severity of stress than the other two ethnic groups with respect to talking with a professor, getting to

class late, holiday, someone did a pet peeve of yours, no time to eat, and felt need for transportation. These findings about African American students could be due to cultural and environmental factors, which this study did not explore.

Anglo American students reported more severe stress from having a hard upcoming week and having a hangover. The Other students in this study did not report stressors as significantly more severe than for other ethnic groups.

Hypothesis 12

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the severity of various stressors between those students who have a declared major at Grand Valley State University and those who do not have a declared major as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 78 items and rejected for 5 items. Because only 5 statistically significant variables were obtained, which is smaller than what would be expected by chance, this hypothesis cannot be rejected.

Whether students had a declared major or not was unrelated to the distribution of responses on the Undergraduate Stress Questionnaire. Of the 5 items where significant differences emerged, 3 (60%) showed that students with a declared major experienced higher severity of stress than students without a declared major, and on 2 (40%) items, students without a declared major showed higher severity of stress than students with a declared major.

The items that produced higher severity of stress for students with a declared major did not clearly focus on the academic environment. Items that caused higher severity of stress for these students were: applying to graduate school, having roommate conflicts, and holiday.

From the results of this study, in comparison to students who have a declared major, students who do not have a declared major appear to experience lower severity of stress. The items that produced higher severity of stress were registration for classes and, not surprisingly, trying to decide on a major.

Literature relevant to stress and declared major indicates that students who do not have a declared major experience more anxiety than students who have a declared major. The results of this study are somewhat inconsistent with previous findings. In contrast to career-decided students, undecided students appear to be less satisfied with college (Hecklinger, 1972; Lunneborg, 1976), acknowledge more career-solving deficits, believe in more myths about career decision making, perceive more career obstacles (Larson et al., 1988), and experience increased anxiety, depression, and feelings of inadequacy and discouragement (Barrett & Tinsley, 1977; Hornak & Gillingham, 1980; Larson et al., 1988; O'Hare & Tamburri, 1986).

Hypothesis 13

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the severity of various stressors between those students who live on campus at Grand Valley State University and those who live off campus as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 67 items and rejected for 16 items. Living status was related to the distribution of responses on the USQ. Of the 16 stressors where there were significant differences, 11 (69%) showed that students who live off campus report greater severity of stress than students who live on campus, and on 5 (21%) items students who live on campus showed greater severity of stress than students who live off campus. Students who live off campus report greater severity of stress than students who live on campus. Severe stressors for off-campus students can be classified into three areas: academic, commuting, and work related.

Students living on campus reported more severe stress from the academic environment, personal issues, and transportation concerns. Previous research findings indicate that students who live on campus appear to be less stressed than students who live off campus. The data from this study are consistent with previous findings.

Hypothesis 14

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the severity of various stressors among a sample group of students who are full-time students at Grand Valley State University and those who are part time as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 72 items and rejected for 11 items. Student status was related to the distribution of responses on the USQ. Of the 11 stressors where there were significant differences, 7 (64%) showed that full-time students experience greater severity of stress than part-time students, and on 4 (36%)

items part-time students experience greater severity of stress than full-time students. Students in the full-time group reported greater severity of stress than part-time students in areas directly related to the academic environment. Part-time students' more severe stressors were dispersed between the academic environment and work concerns. The limited amount of research concerning stress and student status has yielded conflicting results.

Hypothesis 15

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the severity of various stressors among a sample group of students who work while attending college at Grand Valley State University and those who do not as measured by the Undergraduate Stress Questionnaire.

This hypothesis was retained for 74 items and rejected for 9 items. Work status was related to the distribution of responses on the USQ. Of the 9 stressors where there were significant differences, 5 (56%) showed non-working students with greater severity of stress than working students, and on 4 (44%) items working students reported greater severity of stress than non-working students.

More severe stressors for the non-working group rarely involved academic concerns; they focused on personal events. Among the working students in this study, the two most statistically significant severity stressors reported as more severe were: working while in school, and lack of money. The first variable is not unexpected, whereas the second variable appears somewhat confusing. However, these students may

have been stressed due to their money shortage, which required them to work while studying.

Hypothesis 16

Among the students answering a self-report of the Undergraduate Stress Questionnaire, there are no significant differences in the severity of various stressors between those students who have a religious orientation at Grand Valley State University and those who do not as measured by the Undergraduate Stress Questionnaire.

Religion was somewhat related to the distribution of responses on the Undergraduate Stress Questionnaire. Among the 4 stressors where significant differences were found, non-religious students reported higher severity of stress than religious students on all 4 (100%) items. Stressors on which non-religious students indicated significantly higher stress levels were: parents getting a divorce, you have a hangover, problem with getting home from the bar when drunk, and no sex in a while.

This hypothesis was retained for 79 items and rejected for only 4 items. This small number that was obtained is smaller than what would be expected by chance; therefore, this hypothesis cannot be rejected.

Previous research in relation to stress and religion has yielded incompatible results. Within this study, non-religious students appear to have higher stress levels than religious students.

Discussion of Findings

The results of this study demonstrated partial support for the original research hypotheses. Overall, it appears that undergraduate students are a stressed population. The results also indicate that the academic environment provides numerous stressors for students. Although college students are a stressed population, their frequent and severe stressors differ considerably by class, gender, race, academic major, living status, students status, work status, and religion.

The 83 stressors were ranked in order of median frequency and severity of occurrence for both males and females. Of the 12 most frequently occurring stressors, 10 were common to both groups and focused mainly on the academic environment and issues such as: meeting deadlines and scheduling concerns. For both males and females the most frequently occurring stressor was sitting through a boring class, followed by thoughts about the future, and working while in school. Of the 12 least frequently occurring stressors, 10 were common to both groups. These stressors did not pertain to the academic environment, but involved relationship and social issues.

With reference to the most severe stressors for males and females, it was found that 10 were common to both groups and predominantly entailed the academic environment, for example, had lots of tests and did worse than expected on test. The most severe stressor for both males and females was: It's finals week. Of the 12 least severe stressors, 7 were common to both groups. These stressors were non-academic in nature and focused mainly on social concerns.

Overall, the median stress levels experienced by male and female students could be classified as moderate. Finals week presents high stress levels for both males and females.

Class

Freshman students reported more frequent and severe occurrence of stress than sophomores, juniors, and seniors. More frequent and severe stressors for freshmen were mainly attributed to the academic environment. The finding that freshman students experience greater frequent and severe stressors than the other class groups should not be surprising. This is their first encounter with a college environment and some are away from home, families, and friends for the first time, this is coupled with maturational and cognitive development, unlimited freedom, adjustment issues, and a host of other challenges.

Sophomore students appear to be the least stressed group in terms of frequency and severity of stressors. A plausible explanation for this is that these sophomores who were once freshman students were able to develop strong supportive social support systems within the academic environment. The findings from this study clearly indicated that a consistent frequent and severe stressor for sophomore students was having roommate conflicts. This finding may be due to the fact that unlike freshmen, sophomores have higher expectations from their roommates as a result of their freshman experience.

Junior students reported significantly greater frequency of stress than sophomore students, but less frequency of stress than freshman and senior students. The

findings of this study also indicated that junior students reported greater significant severity stressors than sophomore students, but fewer than freshmen and the same number as senior students. More frequent stressors for juniors were partially related to the academic environment, whereas their more severe stressors were mainly work related.

Senior students reported significantly greater frequency of stress than sophomore and junior students, but less than freshman students. Work and academic stress produced frequent stressors for senior students. Within this study, senior students reported significantly greater severity of stressors than sophomore students, but less than freshmen and the same number as junior students. More severe stressors for seniors encompassed the academic environment, coupled with working and commuting concerns. The results of this study appear to be consistent with the literature, which states that freshmen and/or younger students are more likely to experience distress than more advanced and/or older students (Baker & Nidorf, 1964; Mechanic & Greenley, 1976).

Gender

The results of this study indicated that males reported significantly more frequent occurrence of stressors than females. Based on previous research and literature on stress and gender differences, it would be expected that females would report more frequent stressors than males. However, it was interesting to find that within this study males reported greater frequency of stress.

Abouserie (1994) concluded that gender differences revealed that female students score significantly higher than their male counterparts on both academic and life stress. Therefore, females usually report more frequent stressors than males.

A few possible reasons why males reported more frequent stressors than females in this study may be:

1. The religious atmosphere/environment of the community where Grand Valley State University is situated. Emphasis is placed on being humble, non-assertive, and non-aggressive. Males may have a tendency to experience difficulties in these types of environments.

2. The expectations of the campus administration. Students are expected to behave and conduct themselves in an appropriate manner, because the campus administration fosters and promotes a safe family-like atmosphere with wholesome values.

3. Social pressure to conform to the "good boy" ideal. With the religious atmosphere, coupled with the expectations of the campus administration, males may be under additional pressure to conform.

The more frequent stressors that males reported came from several different areas within and outside of the academic environment. These included academic and social concerns. Problematic frequent stressors for males involved their interactions with others and the abuse of alcohol. More frequent stressors for females were clearly related to the academic environment.

Females reported significantly greater severity of stressors than males in this study. This particular finding is consistent with past research. The finding that the most significant severity stressors for females predominantly focused on examinations and issues directly related to the academic environment should not be surprising. Abouserie (1994) concluded that gender differences revealed that female students score significantly higher than their male counterparts on both academic and life stress. In comparison, variables that were severe stressors for males were almost completely unrelated to the academic environment, with the exception of applying to graduate school.

Race

The results of this study clearly indicated that African American students reported significantly greater frequency and severity of stressors than Anglo American and Other students. This particular finding is consistent with previous research. Loo and Rolison (1986) stated that minority students are more likely to experience stress, feelings of isolation, and marginality.

More frequent stressors for the African American group came from various sources. Areas such as the academic environment, family, and feeling a need for transportation were great contributors for this group. The significantly more severe stressors this group reported were very consistent with their frequency stressors. The findings of this study as it pertains to African American students may be attributable to social, cultural, and environmental factors. The fact that Grand Valley State University

is a predominantly White Anglo-Saxon Protestant campus has a bearing on the findings concerning African American students.

The group of students classified as "Other" reported significantly greater frequency of stressors than Anglo American students, but less than African American students. The present study showed that the "Other" group of students' more frequent stressors did not include any scholastic concerns. Variables that produced more frequent stressors were: registration for classes, victim of a crime, someone borrowed something without permission, parents getting a divorce, and exposed to upsetting TV show, book, or movie. It was found that the Other group of students did not report any significantly more severe stressors in this study.

More frequent stressors for the Anglo American students involved personal relationships and alcohol problems. Within this study, Anglo American students reported significantly less severity of stressors than African American students, but greater severity of stressors than Other students. The findings from this study show that alcohol-related problems are a consistent frequent and severe stressor for Anglo American Students.

Major

The results of this study indicated that students who do not have a declared major reported significantly greater frequency of stress than students who have a declared major. This particular finding should not be alarming when one considers how stressful it is for students to select a major. It was also not surprising to find that

the most statistically significant frequency and severity item on the Undergraduate Stress Questionnaire for students without a declared major was trying to decide on a major.

Within this study, students without a declared major reported more frequent stress concerning alcohol use/abuse. Declaring a major early in the college experience brings a degree of focus, stability, and decreased anxiety to students (Titley & Titley, 1980). Registration for classes was a more severe stressor for students without a declared major. It would be expected that this would induce stress for this group of students because they lacked a clear sense of focus and stability.

There were few stressors on which the declared major group reported more frequency of occurrence than the other group. They were: had a class presentation, and someone did a pet peeve of yours. More severe stressors for this group were: applying to graduate school, having roommate conflicts, and holiday. Students without a declared major reported more frequent and severe stressors that did not focus mainly on the academic environment. Their more frequent and severe stressors were social in nature. Overall, the findings from this study are consistent with findings from previous research.

Living Status

It was found that students who lived off campus reported significantly greater frequency and severity of stress than students who lived on campus. I found similar findings as the study conducted by Pascarella and Chapman (1993). Pascarella and Chapman concluded that stress levels are higher for students living off-campus than those who live in the dormitories.

Not surprisingly, students who lived off campus reported predominantly more frequent and severe stressors with regard to commuting and working issues. In addition, this group of students' more frequent and severe stressors rarely focused on the academic environment. Some possible reasons for this is that these students' work requirements may have taken precedence over their academic pursuits coupled with additional energy and motivation required to becoming mobile.

The significantly more frequent stressors for the on-campus students were not totally confined to the academic environment, but involved personal and social concerns. Significantly more severe stressors for these students came mainly from the academic environment coupled with social problems. The findings that on-campus students experience more frequent stressors involving personal and social concerns should be expected. Socializing and camaraderie constitute major components of college life. Astin's study (1973) concluded that students living on campus seemed to stimulate responses generally associated with social life and interactions: dating, going to parties, smoking, drinking, listening to music, oversleeping, and missing classes.

The conclusion concerning living status might also be due to class differences. Generally, junior and senior students live off campus and freshman and sophomore students live on campus. Consequently, further research would be helpful to explore this particular area.

Student Status

Full-time students reported significantly greater frequency and severity of stress than part-time students. It was not surprising to find that more frequent and severe

stressors for this group came predominantly from the academic environment, which mainly focused on tests and test-taking concerns. Preparation for exams, test taking, studying, writing papers, and other related activities are typical expectations students encounter in the academic environment.

More frequent and severe stressors for part-time students were not mainly confined to the academic stressors. Social stressors and activities far removed from the academic environment were problematic for this group.

The sparse research literature concerning stress and student status has yielded inconsistent results. Researchers have difficulty coming to a consensus concerning stress and student status. Many believe that part-time students, who usually combine several roles, experience greater stress due to the multiple roles and social isolation, and often perform more poorly than full-time students (Cruthirds & Strong, 1994; Lusk & Miller, 1985). I found that full-time students reported greater frequency and severity of stress than part-time students.

Work Status

Working students' more frequent and severe stressors came from various areas such as academic, working, time constraints, and financial concerns. Also, their more frequent and severe stressors were very consistent on the questionnaire. The findings that working students report more frequent and severe stress on the item working while in school should be expected. Attending college full time and pursuing full-time employment simultaneously is a difficult endeavor.

The data from this study indicated that more frequent and severe stressors for non-working students were not directly linked or focused on the academic environment, but were mainly connected to personal issues. A possible explanation for this is that, unlike working students, non-working students have more time to focus on their personal affairs.

Religion

Results from this study failed to yield any significant findings concerning students and their religious orientation. One possible reason may be the way the question was asked on the survey instrument. Students were only asked if religion plays a big part in their lives. Some may have answered the question without any serious thought to religion on a meaningful and personal level. A second possible explanation may be the religious environment of the community where Grand Valley State University is situated. A great deal of emphasis is placed on religion and Christianity within this small community.

Even though this hypothesis could not be rejected, the data indicated that non-religious students experience more frequent and severe stressors than religious students. Also, the frequent and severe stressors for this group of students consistently involved alcohol. Religious students did not report any significant more frequent or severe stressors. This could lead one to conclude that religious students are less stressed than non-religious students or that having a religious orientation may help to inoculate students from stress.

A report from Schafer and King (1990) concluded that whether students did or did not express a current religious preference and, if so, whether that preference was Protestant, Catholic, or any other religion seemed to have no significant relationship with frequency of great stress. Their final conclusion was that religiousness has no association with frequency of great stress. The findings of this study are inconsistent with Schafer and King (1990).

Conclusions and Implications

Based on the findings of this research, the following conclusions and implications are made:

1. Generally, students experience frequent and severe stress as a direct result of being in the academic environment. This may have an effect on the attrition rate in many academic institutions.

2. Freshman students experience greater frequency and severity of stress than sophomore, junior, or senior students. This may be due to difficulties in adjusting to the college/university environment, coupled with newfound freedom, increased peer pressure, individuation, and unrealistic expectations from parents and professors.

3. Male students report more frequent occurrence of stres s whereas female students experience more severe stressors than males. This may be the reason why more females utilize university counseling centers.

4. African American students experience greater frequency and severity of stress than Anglo American and "Other" students. This implies that African

Americans may find it more difficult to complete their college education, consequently this group may have a higher attrition rate than Anglo Americans and "Other" students.

5. Students who have a declared major and those who do not have a declared major report approximately the same number of frequent and severe stressors.

6. Students who live off campus experience more frequent and severe stressors than students who live on campus. However, their stressors differ. Students who live on campus experience more frequent stressors directly related to the academic environment, whereas students who live off campus experience more frequent occurrence of stress concerning work related issues and commuting concerns.

7. Full-time students experience more frequent and severe stressors than part-time students.

8. Working and non-working students experience approximately the same number of frequent and severe stressors.

9. Students who reported that religion played a big part in their lives appear to have lower stress levels than students who do not have a religious foundation in their lives. This may be due to being raised in a religious environment and having the intrinsic belief in the Higher Power who is a constant resource that one can always solicit. Grand Valley State University possesses a high religious population. There is a possibility that students may not claim to be religious but practice religious beliefs because of their upbringing, and this may be their unconscious method of dealing with stress.

Recommendations

Based on the findings and conclusions of this study, the following recommendations are suggested for further research:

1. Replication of this study using a sample with more minority students to explore greater ethnic differences and their sources of stress.

2. Replication of this study using a sample including graduate students, to compare their frequency and severity of occurrence of various stressors

3. Replication of this study to further examine and focus on how students cope with stress.

The following recommendations are suggested for practice:

1. The findings that freshman students report greater frequency and severity of stress than the other classes of students should not fall on deaf ears. This should send a strong message to the counseling center, college administrators, and resident hall and student life staff to focus more of their resources, attention, and energy on providing normative data regarding the freshman experience and on facilitating positive, supportive, and emotional experiences in the freshmen class.

2. Provide in-coming freshmen with student mentors from junior and senior classes for a minimum period of 3 months.

3. Conduct brief, numerous, and intensive solution-focused seminars or workshops, especially for freshmen providing students with specific information focusing on stress and time management to help them plan their weekly schedules so that they can balance their study, work, sleep, and leisure times more effectively.

4. Groups that are considered as high risk, such as minority groups, freshmen, students with a history of alcoholism, international students, working students, and off- campus students, should be targeted through programs on campus to meet their various needs. Also, these students should be taught coping strategies on how to reduce stress. Students of parents with a history of alcoholism should be encouraged to participate in a group, such as Adult Children of Alcoholics. Minority students should be taught integrational skills, cultural awareness, and how to cope with racism. International students should be encouraged to participate in specially designed groups, where they can share personal experiences and receive support from each other.

5. Introduce regular Alcoholics Anonymous meetings on campus to help address frequent and severe stressors that students are having with alcohol use/abuse.

6. Professors should be encouraged to attend training workshops focusing on the development of a positive and dynamic interactional and teaching style with students, especially with minority students. Also, emphasis should be placed on self-directed learning, independent study, and courses concerned with critical questions, while replacing as much as possible the large lecture format of teaching.

7. Stress-management courses, for credit, offered early in the curriculum would be beneficial for all students.

8. The counseling center, university staff, and faculty on campus should play a major role in identifying and assisting students who need guidance when they are under extreme stress. There is a tendency for females to solicit help more than males.

9. The Career Planning and Counseling Center along with Career Services should develop an intensive program targeting students, especially freshman students, on how to go about selecting a college major.

Andrews University

School of Education

A COMPARATIVE STUDY OF STRESSORS AMONG UNDERGRADUATE STUDENTS AT GRAND VALLEY STATE UNIVERSITY

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Philosophy

by

Lennox Forrest

May 1997

Volume 2

APPENDIX A

TABLES

TABLE 165

HYPOTHESIS 1, VARIABLE 1, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	12 (11.4)	4 (3.8)	7 (6.7)	7 (6.7)	30
1	38 (36.2)	41 (39.0)	46 (43.8)	45 (42.9)	170
2	35 (33.3)	43 (41.0)	34 (32.4)	36 (34.3)	148
3,4	20 (19.0)	17 (16.2)	18 (17.1)	17 (16.2)	72
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 166

HYPOTHESIS 1, VARIABLE 2, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	46 (43.8)	53 (50.5)	48 (45.7)	41 (39.0)	188
1,2	52 (49.5)	49 (46.7)	52 (49.5)	58 (55.2)	211
3,4	7 (6.7)	3 (2.9)	5 (4.8)	6 (5.7)	21
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 167

HYPOTHESIS 1, VARIABLE 4, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0,1	20 (19.0)	14 (13.3)	12 (11.4)	23 (21.9)	69
2,3	55 (52.4)	59 (56.2)	62 (59.0)	59 (56.2)	235
4	30 (28.6)	32 (30.5)	31 (29.5)	23 (21.9)	116
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 168

HYPOTHESIS 1, VARIABLE 7, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	39 (37.1)	20 (19.0)	24 (22.9)	29 (27.6)	112
1	49 (46.7)	75 (71.4)	67 (63.8)	61 (58.1)	252
2	7 (6.7)	4 (3.8)	8 (7.6)	7 (6.7)	26
3,4	10 (9.5)	6 (5.7)	6 (5.7)	8 (7.6)	30
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 169

HYPOTHESIS 1, VARIABLE 10, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	70 (66.7)	76 (72.4)	77 (73.3)	75 (71.4)	298
1,2	26 (24.8)	26 (24.8)	25 (23.8)	23 (21.9)	100
3,4	9 (8.6)	3 (2.9)	3 (2.9)	7 (6.7)	22
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 170

HYPOTHESIS 1, VARIABLE 11, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	18 (17.1)	10 (9.5)	4 (3.8)	15 (14.3)	47
1	19 (18.1)	19 (18.1)	17 (16.2)	22 (21.0)	77
2	22 (21.0)	32 (30.5)	30 (28.6)	23 (21.9)	107
3	32 (30.5)	28 (26.7)	30 (28.6)	30 (28.6)	120
4	14 (13.3)	16 (15.2)	24 (22.9)	15 (14.3)	69
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 171

HYPOTHESIS 1, VARIABLE 13, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	76 (72.4)	68 (64.8)	74 (70.5)	60 (57.1)	278
1,2	19 (18.1)	32 (30.5)	25 (23.8)	31 (29.5)	107
3,4	10 (9.5)	5 (4.8)	6 (5.7)	14 (13.3)	35
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 172

HYPOTHESIS 1, VARIABLE 14, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	53 (50.5)	52 (49.5)	59 (56.2)	50 (47.6)	214
1,2	44 (41.9)	49 (46.7)	42 (40.0)	48 (45.7)	183
3,4	8 (7.6)	4 (3.8)	4 (3.8)	7 (6.7)	23

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 173

HYPOTHESIS 1, VARIABLE 15, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	24 (22.9)	30 (28.6)	38 (36.2)	29 (27.6)	121
1	38 (36.2)	37 (35.2)	44 (41.9)	45 (42.9)	164
2	31 (29.5)	28 (26.7)	16 (15.2)	17 (16.2)	92
3,4	12 (11.4)	10 (9.5)	7 (6.7)	14 (13.3)	43
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 174

HYPOTHESIS 1, VARIABLE 16, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	77 (73.3)	82 (78.1)	82 (78.1)	76 (72.4)	317
1,2	19 (18.1)	21 (20.0)	20 (19.0)	22 (21.0)	82
3,4	9 (8.6)	2 (1.9)	3 (2.9)	7 (6.7)	21

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 175

HYPOTHESIS 1, VARIABLE 17, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	33 (31.4)	24 (22.9)	33 (31.4)	38 (36.2)	128
1	39 (37.1)	46 (43.8)	38 (36.2)	37 (35.2)	160
2	16 (15.2)	20 (19.0)	17 (16.2)	14 (13.3)	67
3,4	17 (16.2)	15 (14.3)	17 (16.2)	16 (15.2)	65
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 176

HYPOTHESIS 1, VARIABLE 18, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0,1	23 (21.9)	29 (27.6)	14 (13.3)	20 (19.0)	86
2	29 (27.6)	41 (39.0)	47 (44.8)	39 (37.1)	156
3	36 (34.3)	26 (24.8)	30 (28.6)	32 (30.5)	124
4	17 (16.2)	9 (8.6)	14 (13.3)	14 (13.3)	54
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 177

HYPOTHESIS 1, VARIABLE 19, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	9 (8.6)	6 (5.7)	11 (10.5)	13 (12.4)	39
1	23 (21.9)	29 (27.6)	28 (26.7)	21 (20.0)	101
2	17 (16.2)	30 (28.6)	18 (17.1)	28 (26.7)	93
3	34 (32.4)	23 (21.9)	31 (29.5)	30 (28.6)	118
4	22 (21.0)	17 (16.2)	17 (16.2)	13 (12.4)	69
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 178

HYPOTHESIS 1, VARIABLE 20, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	62 (59.0)	68 (64.8)	71 (67.6)	58 (55.2)	259
1,2	34 (32.4)	31 (29.5)	30 (28.6)	31 (29.5)	126
3,4	9 (8.6)	6 (5.7)	4 (3.8)	16 (15.2)	35

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 179

HYPOTHESIS 1, VARIABLE 22, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0,1	31 (29.5)	18 (17.1)	13 (12.4)	26 (24.8)	88
2	51 (48.6)	60 (57.1)	61 (58.1)	48 (45.7)	220
3	19 (18.1)	19 (18.1)	26 (24.8)	24 (22.9)	88
4	4 (3.8)	8 (7.6)	5 (4.8)	7 (6.7)	24
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 180

HYPOTHESIS 1, VARIABLE 23, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	59 (56.2)	65 (61.9)	75 (71.4)	64 (61.0)	263
1	24 (22.9)	24 (22.9)	12 (11.4)	20 (19.0)	80
2	10 (9.5)	2 (6.7)	10 (9.5)	10 (9.5)	37
3,4	12 (11.4)	9 (8.6)	8 (7.6)	11 (10.5)	40
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 181

HYPOTHESIS 1, VARIABLE 26, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	32 (30.5)	29 (27.6)	37 (35.2)	39 (37.1)	137
1	45 (42.9)	53 (50.5)	45 (42.9)	46 (43.8)	189
2	18 (17.1)	16 (15.2)	18 (17.1)	11 (10.5)	63
3,4	10 (9.5)	7 (6.7)	5 (4.8)	9 (8.6)	31
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 182

HYPOTHESIS 1, VARIABLE 28, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	77 (73.3)	69 (65.7)	78 (74.3)	71 (67.6)	295
1,2	23 (21.9)	33 (31.4)	24 (22.9)	30 (28.6)	110
3,4	5 (4.8)	3 (2.9)	3 (2.9)	4 (3.8)	15
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 183

HYPOTHESIS 1, VARIABLE 31, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0,1	30 (28.6)	35 (33.3)	26 (24.8)	36 (34.3)	127
2	42 (40.0)	44 (41.9)	59 (56.2)	49 (46.7)	194
3,4	33 (31.4)	26 (24.8)	20 (19.0)	20 (19.0)	99
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 184

HYPOTHESIS 1, VARIABLE 33, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	51 (48.6)	54 (51.4)	65 (61.9)	55 (52.4)	225
1,2	21 (20.0)	25 (23.8)	19 (18.1)	25 (23.8)	90
3	11 (10.5)	7 (6.7)	9 (8.6)	10 (9.5)	37
4	22 (21.0)	19 (18.1)	12 (11.4)	15 (14.3)	68
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 185

HYPOTHESIS 1, VARIABLE 35, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	41 (39.0)	37 (35.2)	35 (33.3)	35 (33.3)	148
1	41 (39.0)	51 (48.6)	61 (58.1)	50 (47.6)	203
2	11 (10.5)	12 (11.4)	7 (6.7)	12 (11.4)	42
3,4	12 (11.4)	5 (4.8)	2 (1.9)	8 (7.6)	27
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 186

HYPOTHESIS 1, VARIABLE 38, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	79 (75.2)	90 (85.7)	89 (84.8)	80 (76.2)	338
1,2	14 (13.3)	8 (7.6)	10 (9.5)	16 (15.2)	48
3,4	12 (11.4)	7 (6.7)	6 (5.7)	9 (8.6)	34
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 187

HYPOTHESIS 1, VARIABLE 40, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	29 (27.6)	25 (23.8)	19 (18.1)	26 (24.8)	99
1	41 (39.0)	43 (41.0)	42 (40.0)	36 (34.3)	162
2	16 (15.2)	23 (21.9)	27 (25.7)	26 (24.8)	92
3	16 (15.2)	7 (6.7)	10 (9.5)	9 (8.6)	42
4	3 (2.9)	7 (6.7)	7 (6.7)	8 (7.6)	25
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 188

HYPOTHESIS 1, VARIABLE 41, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	16 (15.2)	12 (11.4)	9 (8.6)	18 (17.1)	55
1	49 (46.7)	62 (59.0)	61 (58.1)	55 (52.4)	227
2	27 (25.7)	25 (23.8)	27 (25.7)	19 (18.1)	98
3,4	13 (12.4)	6 (5.7)	8 (7.6)	13 (12.4)	40
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 189

HYPOTHESIS 1, VARIABLE 43, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	69 (65.7)	72 (68.6)	66 (62.9)	68 (64.8)	275
1	25 (23.8)	26 (24.8)	22 (21.0)	19 (18.1)	92
2	4 (3.8)	4 (3.8)	13 (12.4)	10 (9.5)	31
3,4	7 (6.7)	3 (2.9)	4 (3.8)	8 (7.6)	22
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 190

HYPOTHESIS 1, VARIABLE 45, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	27 (25.7)	14 (13.3)	20 (19.0)	23 (21.9)	84
1	41 (39.0)	65 (61.9)	47 (44.8)	51 (48.6)	204
2	25 (23.8)	22 (21.0)	31 (29.5)	23 (21.9)	101
3,4	12 (11.4)	4 (3.8)	7 (6.7)	8 (7.6)	31
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 191

HYPOTHESIS 1, VARIABLE 46, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	62 (59.0)	53 (50.5)	57 (54.3)	44 (41.9)	216
1	29 (27.6)	40 (38.1)	38 (36.2)	43 (41.0)	150
2	9 (8.6)	9 (8.6)	5 (4.8)	7 (6.7)	30
3,4	5 (4.8)	3 (2.9)	5 (4.8)	11 (10.5)	24
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 192

HYPOTHESIS 1, VARIABLE 49, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	72 (68.6)	72 (68.6)	80 (76.2)	71 (67.6)	295
1,2	23 (21.9)	28 (26.7)	18 (17.1)	22 (21.0)	91
3,4	10 (9.5)	5 (4.8)	7 (6.7)	12 (11.4)	34
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 193

HYPOTHESIS 1, VARIABLE 50, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	65 (61.9)	55 (52.4)	63 (60.0)	52 (49.5)	235
1,2	30 (28.6)	42 (40.0)	29 (27.6)	35 (33.3)	136
3,4	10 (9.5)	8 (7.6)	13 (12.4)	18 (17.1)	49
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 194

HYPOTHESIS 1, VARIABLE 51, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	46 (43.8)	37 (35.2)	40 (38.1)	43 (41.0)	166
1	30 (28.6)	45 (42.9)	29 (27.6)	33 (31.4)	137
2	19 (18.1)	15 (14.3)	25 (23.8)	19 (18.1)	78
3,4	10 (9.5)	8 (7.6)	11 (10.5)	10 (9.5)	39
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 195

HYPOTHESIS 1, VARIABLE 52, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	75 (71.4)	80 (76.2)	76 (72.4)	61 (58.1)	292
1	8 (7.6)	10 (9.5)	15 (14.3)	22 (21.0)	55
2	7 (6.7)	4 (3.8)	3 (2.9)	8 (7.6)	22
3	6 (5.7)	6 (5.7)	3 (2.9)	5 (4.8)	20
4	9 (8.6)	5 (4.8)	8 (7.6)	9 (8.6)	31
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 196

HYPOTHESIS 1, VARIABLE 55, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0,1	20 (19.0)	14 (13.3)	9 (8.6)	23 (21.9)	66
2	15 (14.3)	22 (21.0)	16 (15.2)	18 (17.1)	71
3	21 (20.0)	31 (29.5)	31 (29.5)	24 (22.9)	107
4	49 (46.7)	38 (36.2)	49 (46.7)	40 (38.1)	176
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 197

HYPOTHESIS 1, VARIABLE 56, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	22 (21.0)	22 (21.0)	22 (21.0)	17 (16.2)	83
1	48 (45.7)	55 (52.4)	61 (58.1)	54 (51.4)	218
2	18 (17.1)	22 (21.0)	16 (15.2)	20 (19.0)	76
3,4	17 (16.2)	6 (5.7)	6 (5.7)	14 (13.3)	43
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 198

HYPOTHESIS 1, VARIABLE 59, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0,1	16 (15.2)	9 (8.6)	11 (10.5)	15 (14.3)	51
2	9 (8.6)	13 (12.4)	10(9.5)	15 (14.3)	47
3	37 (35.2)	48 (45,7)	42 (40.0)	42 (40.0)	169
4	43 (41.0)	35 (33.3)	42 (40.0)	33 (31.4)	153
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 199

HYPOTHESIS 1, VARIABLE 60, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	6 (5.7)	11 (10.5)	7 (6.7)	2 (1.9)	26
1	25 (23.8)	21 (20.0)	17 (16.2)	18 (17.1)	81
2	33 (31.4)	32 (30.5)	35 (33.3)	30 (28.6)	130
3	31 (29.5)	29 (27.6)	35 (33.3)	38 (36.2)	133
4	10 (9.5)	12 (11.4)	11 (10.5)	17 (16.2)	50
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 200

HYPOTHESIS 1, VARIABLE 62, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	18 (17.1)	21 (20.0)	22 (21.0)	24 (22.9)	85
1	46 (43.8)	55 (52.4)	44 (41.9)	45 (42.9)	190
2	23 (21.9)	24 (22.9)	27 (25.7)	17 (16.2)	91
3,4	18 (17.1)	5 (4.8)	12 (11.4)	19 (18.10	54
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 201

HYPOTHESIS 1, VARIABLE 63, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	30 (28.6)	24 (22.9)	21 (20.0)	28 (26.7)	103
1	28 (26.7)	33 (31.4)	33 (31.4)	36 (34.3)	130
2	14 (13.3)	16 (15.2)	18 (17.1)	15 (14.3)	63
3	25 (23.8)	19 (18.1)	22 (21.0)	16 (15.2)	82
4	8 (7.6)	13 (12.4)	11 (10.5)	10 (9.5)	42
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 202

HYPOTHESIS 1, VARIABLE 64, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	59 (50.5)	48 (45.7)	51 (48.6)	56 (53.3)	208
1	29 (27.6)	39 (37.1)	43 (41.0)	27 (25.7)	138
2	13 (12.4)	5 (4.8)	6 (5.7)	7 (6.7)	31
3,4	10 (9.5)	13 (12.4)	5 (4.8)	15 (14.3)	43
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 203

HYPOTHESIS 1, VARIABLE 65, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	59 (56.2)	49 (46.7)	55 (52.4)	41 (39.0)	204
1	25 (23.8)	32 (30.5)	33 (31.4)	34 (32.4)	124
2	11 (10.5)	12 (11.4)	9 (8.6)	12 (11.4)	44
3	3 (2.9)	6 (5.7)	3 (2.9)	8 (7.6)	20
4	7 (6.7)	6 (5.7)	5 (4.8)	10 (9.5)	28
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 204

HYPOTHESIS 1, VARIABLE 66, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	21 (20.0)	19 (18.1)	20 (19.0)	18 (17.1)	78
1	49 (46.7)	31 (29.5)	34 (32.4)	41 (39.0)	155
2	21 (20.0)	31 (29.5)	30 (28.6)	29 (27.6)	111
3	11 (10.5)	15 (14.3)	15 (14.3)	7 (6.7)	48
4	3 (2.9)	9 (8.6)	6 (5.7)	10 (9.5)	28
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 205

HYPOTHESIS 1, VARIABLE 67, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	23 (21.9)	18 (17.1)	11 (10.5)	17 (16.2)	69
1	55 (52.4)	60 (57.1)	70 (66.7)	63 (60.0)	248
2	21 (20.0)	24 (22.9)	23 (21.9)	16 (15.2)	84
3,4	6 (5.7)	3 (2.9)	1 (1.0)	9 (8.6)	19
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 206

HYPOTHESIS 1, VARIABLE 68, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	34 (32.4)	44 (41.9)	38 (36.2)	43 (41.0)	159
1	25 (23.8)	29 (27.6)	39 (37.1)	35 (33.3)	128
2	33 (31.4)	26 (24.8)	16 (15.2)	20 (19.0)	95
3,4	13 (12.4)	6 (5.7)	12 (11.4)	7 (6.7)	38
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 207

HYPOTHESIS 1, VARIABLE 71, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	42 (40.0)	41 (39.0)	38 (36.2)	37 (35.2)	158
1	51 (48.6)	53 (50.5)	55 (52.4)	52 (49.5)	211
2	5 (4.8)	8 (7.6)	8 (7.6)	5 (4.8)	26
3,4	7 (6.7)	3 (2.9)	4 (3.8)	11 (10.5)	25
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 208

HYPOTHESIS 1, VARIABLE 72, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	39 (37.1)	31 (29.5)	27 (25.7)	38 (36.2)	135
1	21 (20.0)	23 (21.9)	24 (22.9)	30 (28.6)	98
2	18 (17.1)	19 (18.1)	13 (12.4)	11 (10.5)	61
3	18 (17.1)	22 (21.0)	24 (22.9)	20 (19.0)	84
4	9 (8.6)	10 (9.5)	17 (16.2)	6 (5,7)	42
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 209

HYPOTHESIS 1, VARIABLE 73, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	53 (50.5)	41 (39.0)	49 (46.7)	51 (48.6)	194
1	26 (24.8)	32 (30.5)	23 (21.9)	26 (24.8)	107
2	14 (13.3)	20 (19.0)	22 (21.0)	12 (11.4)	68
3,4	12 (11.4)	12 (11.4)	11 (10.5)	16 (15.2)	51
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 210

HYPOTHESIS 1, VARIABLE 75, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0,1	92 (87.6)	90(85.7)	89 (84.8)	77 (73.3)	348
2	10 (9.5)	9 (8.6)	7 (6.7)	14 (13.3)	40
3,4	3 (2.9)	6 (5.7)	9 (8.6)	14 (13.3)	32
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 211

HYPOTHESIS 1, VARIABLE 78, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	79 (75.2)	90 (85.7)	88 (83.8)	79 (75.2)	336
1,2	15 (14.3)	10 (9.5)	12 (11.4)	17 (16.2)	54
3,4	11 (10.5)	5 (4.8)	5 (4.8)	9 (8.6)	30
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 212

HYPOTHESIS 1, VARIABLE 79, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	80 (76.2)	87 (82.9)	90 (85.7)	86 (81.9)	343
1,2	10 (9.5)	14 (13.3)	6 (5.7)	13 (12.4)	43
3,4	15 (14.3)	4 (3.8)	9 (8.6)	6 (5.7)	34
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 213

HYPOTHESIS 1, VARIABLE 80, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	47 (44.8)	48 (45.7)	50 (47.6)	46 (43.8)	191
1	25 (23.8)	18 (17.1)	22 (21.0)	34 (32.4)	99
2	16 (15.2)	13 (12.4)	9 (8.6)	6 (5.7)	44
3	5 (4.8)	5 (4.8)	7 (6.7)	3 (2.9)	20
4	12 (11.4)	21 (20.0)	17 (16.2)	16 (15.2)	66
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3= at least once a week; 4 = almost daily.

TABLE 214

HYPOTHESIS 1, VARIABLE 81, CONTINGENCY TABLE
(Percentages Given in Parentheses)

Response	Freshmen	Sophomores	Juniors	Seniors	Total
0	45 (42.9)	28 (26.7)	23 (21.9)	33 (31.4)	129
1	35 (33.3)	54 (51.4)	54 (51.4)	42 (40.0)	185
2	15 (14.3)	15 (14.3)	19 (18.1)	22 (21.0)	71
3,4	10 (9.5)	8 (7.6)	9 (8.6)	8 (7.6)	35
Total	105	105	105	105	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 215

HYPOTHESIS 2, VARIABLE 1, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	15 (7.6)	15 (6.7)	30
1	82 (41.6)	88 (39.5)	170
2	65 (33.0)	83 (37.2)	148
3,4	35 (17.8)	37 (16.6)	72
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 216

HYPOTHESIS 2, VARIABLE 2, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	94 (47.7)	94 (42.2)	188
1,2	90 (45.7)	121 (54.3)	211
3,4	13 (6.6)	8 (3.6)	21
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 217

HYPOTHESIS 2, VARIABLE 3, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	18 (9.1)	21 (9.4)	39
1	49 (24.9)	73 (32.7)	122
2	93 (47.2)	89 (39.9)	182
3,4	37 (18.8)	40 (17.9)	77
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 218

HYPOTHESIS 2, VARIABLE 4, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0,1	40 (20.3)	29 (13.0)	69
2	106 (53.8)	129 (57.8)	235
3,4	51 (25.9)	65 (29.1)	116
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 219

HYPOTHESIS 2, VARIABLE 5, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	9 (4.6)	5 (2.2)	14
1	170 (86.3)	202 (90.6)	372
2	11 (5.6)	10 (4.5)	21
3,4	7 (3.6)	6 (2.7)	13
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 220

HYPOTHESIS 2, VARIABLE 6, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0,1	160 (81.2)	190 (85.2)	350
2	14 (7.1)	16 (7.2)	30
3	8 (4.1)	5 (2.2)	13
4	15 (7.6)	12 (5.4)	27
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 221

HYPOTHESIS 2, VARIABLE 7, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	51 (25.9)	61 (27.4)	112
1	119 (60.4)	133 (59.6)	252
2	13 (6.6)	13 (5.8)	26
3	8 (4.1)	8 (3.6)	16
4	6 (3.0)	8 (3.6)	14
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 222

HYPOTHESIS 2, VARIABLE 9, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	38 (19.3)	25 (11.2)	63
1	58 (29.4)	74 (33.2)	132
2	43 (21.8)	45 (20.2)	88
3	45 (22.8)	65 (29.1)	110
4	13 (6.6)	14 (6.3)	27
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 223

HYPOTHESIS 2, VARIABLE 11, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	29 (14.7)	18 (8.1)	47
1	38 (19.3)	39 (17.5)	77
2	47 (23.9)	60 (26.9)	107
3	59 (29.9)	61 (27.4)	120
4	24 (12.2)	45 (20.2)	69
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 224

HYPOTHESIS 2, VARIABLE 12, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	20 (10.2)	9 (4.0)	29
1	58 (29.4)	56 (25.1)	114
2	82 (41.6)	110 (49.3)	192
3	33 (16.8)	40 (17.9)	73
4	4 (2.0)	8 (3.6)	12
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 225

HYPOTHESIS 2, VARIABLE 13, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	139 (70.6)	139 (62.3)	278
1	43 (21.8)	64 (28.7)	107
2	11 (5.6)	13 (5.8)	24
3,4	4 (2.0)	7 (3.1)	11
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 226

HYPOTHESIS 2, VARIABLE 14, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	104 (52.8)	110 (49.3)	214
1	83 (42.1)	100 (44.8)	183
2	5 (2.5)	7 (3.1)	12
3,4	5 (2.5)	6 (2.7)	11
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 227

HYPOTHESIS 2, VARIABLE 15, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	58 (29.4)	63 (28.3)	121
1	85 (43.1)	79 (35.4)	164
2	36 (18.3)	56 (25.1)	92
3	10 (5.1)	17 (7.6)	27
4	8 (4.1)	8 (3.6)	16
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 228

HYPOTHESIS 2, VARIABLE 16, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	147 (74.6)	170 (76.2)	317
1,2	39 (19.8)	43 (19.3)	82
3,4	11 (5.6)	10 (4.5)	21
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 229

HYPOTHESIS 2, VARIABLE 17, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	65 (33.0)	63 (28.3)	128
1	66 (33.5)	94 (42.2)	160
2	33 (16.8)	34 (15.2)	67
3	25 (12.7)	24 (10.8)	49
4	8 (4.1)	8 (3.6)	16
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 230

HYPOTHESIS 2, VARIABLE 18, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	9 (4.6)	9 (4.0)	18
1	38 (19.3)	30 (13.5)	68
2	80 (40.6)	76 (34.1)	156
3	52 (26.4)	72 (32.3)	124
4	18 (9.1)	36 (16.1)	54
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 231

HYPOTHESIS 2, VARIABLE 20, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	113 (57.4)	146 (65.5)	259
1	63 (32.0)	63 (28.3)	126
2	9 (4.6)	10 (4.5)	19
3,4	12 (6.1)	4 (1.8)	16
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 232

HYPOTHESIS 2, VARIABLE 21, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	45 (22.8)	55 (24.7)	100
1	36 (18.3)	41 (18.4)	77
2	32 (16.2)	37 (16.6)	69
3	40 (20.3)	46 (20.6)	86
4	44 (22.3)	44 (19.7)	88
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 233

HYPOTHESIS 2, VARIABLE 23, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	111 (56.3)	152 (68.2)	263
1	42 (21.3)	38 (17.0)	80
2	21 (10.7)	16 (7.2)	37
3	16 (8.1)	10 (4.5)	26
4	7 (3.6)	7 (3.1)	14
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 234

HYPOTHESIS 2, VARIABLE 24, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	49 (24.9)	47 (21.1)	96
1	70 (35.5)	103 (46.2)	173
2	55 (27.9)	49 (22.0)	104
3,4	23 (11.7)	24 (10.8)	47
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 235

HYPOTHESIS 2, VARIABLE 25, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	61 (31.0)	62 (27.8)	123
1	64 (32.5)	78 (35.0)	142
2	39 (19.8)	42 (18.8)	81
3	21 (10.7)	24 (10.8)	45
4	12 (6.1)	17 (7.6)	29
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 236

HYPOTHESIS 2, VARIABLE 26, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	60 (30.5)	77 (34.5)	137
1	90 (45.7)	99 (44.4)	189
2	30 (15.2)	33 (14.8)	63
3,4	17 (8.6)	14 (6.3)	31
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 237

HYPOTHESIS 2, VARIABLE 27, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	96 (48.7)	99 (44.4)	195
1	65 (33.0)	87 (39.0)	152
2	15 (7.6)	14 (6.3)	29
3	12 (6.1)	9 (4.0)	21
4	9 (4.6)	14 (6.3)	23
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 238

HYPOTHESIS 2, VARIABLE 28, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	133 (67.5)	162 (72.6)	295
1,2	55 (27.9)	55 (24.7)	110
3,4	9 (4.6)	6 (2.7)	15
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 239

HYPOTHESIS 2, VARIABLE 29, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	29 (14.7)	27 (12.1)	56
1	41 (20.8)	38 (17.0)	79
2	52 (26.4)	55 (24.7)	107
3	36 (18.3)	47 (21.1)	83
4	39 (19.8)	56 (25.1)	95
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 240

HYPOTHESIS 2, VARIABLE 30, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	12 (6.1)	13 (5.8)	25
1	78 (39.6)	88 (39.5)	166
2	88 (44.7)	98 (43.9)	188
3	16 (8.1)	16 (7.2)	32
4	3 (1.5)	8 (3.6)	11
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 241

HYPOTHESIS 2, VARIABLE 31, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	10 (5.1)	7 (3.1)	17
1	51 (25.9)	59 (26.5)	110
2	82 (41.6)	112 (50.2)	194
3	44 (22.3)	36 (16.1)	80
4	10 (5.1)	9 (4.0)	19
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 242

HYPOTHESIS 2, VARIABLE 32, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	59 (29.9)	67 (30.0)	126
1	107 (54.3)	127 (57.0)	234
2	20 (10.2)	25 (11.2)	45
3	10 (5.1)	2 (0.9)	12
4	1 (0.5)	2 (0.9)	3
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 243

HYPOTHESIS 2, VARIABLE 33, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	111 (56.3)	114 (51.1)	225
1	36 (18.3)	54 (24.2)	90
2	16 (8.1)	8 (3.6)	24
3	7 (3.6)	6 (2.7)	13
4	27 (13.7)	41 (18.4)	68
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 244

HYPOTHESIS 2, VARIABLE 34, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	15 (7.6)	14 (6.3)	29
1	57 (28.9)	56 (25.1)	113
2	87 (44.2)	103 (46.2)	190
3	30 (15.2)	44 (19.7)	74
4	8 (4.1)	6 (2.7)	14
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 245

HYPOTHESIS 2, VARIABLE 36, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	18 (9.1)	16 (7.2)	34
1	99 (50.3)	118 (52.9)	217
2	59 (29.9)	74 (33.2)	133
3	16 (8.1)	8 (3.6)	24
4	5 (2.5)	7 (3.1)	12
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 246

HYPOTHESIS 2, VARIABLE 37, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	19 (9.6)	22 (9.9)	41
1	84 (42.6)	105 (47.1)	189
2	61 (31.0)	70 (31.4)	131
3	26 (13.2)	17 (7.6)	43
4	7 (3.6)	9 (4.0)	16
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 247

HYPOTHESIS 2, VARIABLE 38, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	151 (76.2)	187 (83.9)	338
1	24 (12.2)	24 (10.8)	48
2	9 (4.6)	5 (2.2)	14
3	7 (3.6)	3 (1.3)	10
4	6 (3.0)	4 (1.8)	10
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 248

HYPOTHESIS 2, VARIABLE 39, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	32 (16.2)	21 (9.4)	53
1	57 (28.9)	57 (25.6)	114
2	49 (24.9)	57 (25.6)	106
3	39 (19.8)	48 (21.5)	87
4	20 (10.2)	40 (17.9)	60
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 249

HYPOTHESIS 2, VARIABLE 40, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	43 (21.8)	56 (25.1)	99
1	81 (41.1)	81 (36.3)	162
2	38 (19.3)	54 (24.2)	92
3	25 (12.7)	17 (7.6)	42
4	10 (5.1)	15 (6.7)	25
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 250

HYPOTHESIS 2, VARIABLE 41, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	27 (13.7)	28 (12.6)	55
1	99 (50.3)	128 (57.4)	227
2	48 (24.4)	50 (22.4)	98
3	16 (8.1)	10 (4.5)	26
4	7 (3.6)	7 (3.1)	14
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 251

HYPOTHESIS 2, VARIABLE 42, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	71 (36.0)	73 (32.7)	144
1	46 (23.4)	63 (28.3)	109
2	33 (16.8)	38 (17.0)	71
3	28 (14.2)	18 (8.1)	46
4	19 (9.6)	31 (13.9)	50
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 252

HYPOTHESIS 2, VARIABLE 43, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	137 (69.5)	138 (61.9)	275
1	36 (18.3)	56 (25.1)	92
2	12 (6.1)	19 (8.5)	31
3	7 (3.6)	6 (2.7)	13
4	5 (2.5)	4 (1.8)	9
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 253

HYPOTHESIS 2, VARIABLE 44, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	63 (32.0)	99 (44.4)	162
1	103 (52.3)	96 (43.0)	199
2	22 (11.2)	21 (9.4)	43
3	3 (1.5)	6 (2.7)	9
4	6 (3.0)	1 (0.4)	7
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 254

HYPOTHESIS 2, VARIABLE 45, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	40 (20.3)	44 (19.7)	84
1	93 (47.2)	111 (49.8)	204
2	46 (23.4)	55 (24.7)	101
3	14 (7.1)	12 (5.4)	26
4	3 (2.0)	1 (0.4)	5
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 255

HYPOTHESIS 2, VARIABLE 46, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	90 (45.7)	126 (56.5)	216
1	81 (41.1)	69 (30.9)	150
2	16 (8.1)	14 (6.3)	30
3	2 (1.0)	5 (2.2)	7
4	8 (4.1)	9 (4.0)	17
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 256

HYPOTHESIS 2, VARIABLE 47, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	49 (24.9)	51 (22.9)	100
1	16 (8.1)	26 (11.7)	42
2	15 (7.6)	9 (4.0)	24
3	53 (26.9)	48 (21.5)	101
4	64 (32.5)	89 (39.9)	153
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 257

HYPOTHESIS 2, VARIABLE 48, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	41 (20.8)	35 (15.7)	76
1	43 (21.8)	39 (17.5)	82
2	33 (16.8)	47 (21.1)	80
3	31 (15.7)	40 (17.9)	71
4	49 (24.9)	62 (27.8)	111
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 258

HYPOTHESIS 2, VARIABLE 51, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	85 (43.1)	81 (36.3)	166
1	55 (27.9)	82 (36.8)	137
2	38 (19.3)	40 (17.9)	78
3	16 (8.1)	16 (7.2)	32
4	3 (1.5)	4 (1.8)	7
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 259

HYPOTHESIS 2, VARIABLE 52, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	129 (65.5)	163 (73.1)	292
1	26 (13.2)	29 (13.0)	55
2	14 (7.1)	8 (3.6)	22
3	10 (5.1)	10 (4.5)	20
4	18 (9.1)	13 (5.8)	31
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 260

HYPOTHESIS 2, VARIABLE 53, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	75 (38.1)	67 (30.0)	142
1	89 (45.2)	122 (54.7)	211
2	21 (10.7)	20 (9.0)	41
3	9 (4.6)	10 (4.5)	19
4	3 (1.5)	4 (1.8)	7
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 261

HYPOTHESIS 2, VARIABLE 54, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	30 (15.2)	25 (11.2)	55
1	46 (23.4)	63 (28.3)	109
2	48 (24.4)	50 (22.4)	98
3	47 (23.9)	52 (23.4)	99
4	26 (13.2)	33 (14.8)	59
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 262

HYPOTHESIS 2, VARIABLE 55, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	6 (3.0)	7 (3.1)	13
1	28 (14.2)	27 (11.2)	53
2	35 (17.8)	36 (16.1)	71
3	55 (27.9)	52 (23.3)	107
4	73 (37.1)	103 (46.2)	176
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 263

HYPOTHESIS 2, VARIABLE 56, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	45 (22.8)	38 (17.0)	83
1	96 (48.7)	122 (54.7)	218
2	31 (15.7)	45 (20.2)	76
3	15 (7.6)	10 (4.5)	25
4	10 (5.1)	8 (3.6)	18
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 264

HYPOTHESIS 2, VARIABLE 59, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	6 (3.0)	5 (2.2)	11
1	20 (10.2)	20 (9.0)	40
2	21 (10.7)	26 (11.7)	47
3	83 (42.1)	86 (38.6)	169
4	67 (34.0)	86 (38.6)	153
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 265

HYPOTHESIS 2, VARIABLE 60, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	14 (7.1)	12 (5.4)	26
1	34 (17.3)	47 (21.1)	81
2	64 (32.5)	66 (29.6)	130
3	57 (28.9)	76 (34.1)	133
4	28 (14.2)	22 (9.9)	50
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 266

HYPOTHESIS 2, VARIABLE 62, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	40 (20.3)	45 (20.2)	85
1	86 (43.7)	104 (46.6)	190
2	41 (20.8)	50 (22.4)	91
3	25 (12.7)	15 (6.7)	40
4	5 (2.5)	9 (4.0)	14
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 267

HYPOTHESIS 2, VARIABLE 63, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	45 (22.8)	58 (26.0)	103
1	64 (32.5)	66 (29.6)	130
2	34 (17.3)	29 (13.0)	63
3	35 (17.8)	47 (21.1)	82
4	19 (9.6)	23 (10.3)	42
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 268

HYPOTHESIS 2, VARIABLE 64, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	99 (50.3)	109 (48.9)	208
1	63 (32.0)	75 (33.6)	138
2	17 (8.6)	14 (6.3)	31
3	10 (5.1)	21 (9.4)	31
4	8 (4.1)	4 (1.8)	12
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 269

HYPOTHESIS 2, VARIABLE 65, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	103 (52.3)	101 (45.3)	204
1	54 (27.4)	70 (31.4)	124
2	21 (10.7)	23 (10.3)	44
3	6 (3.0)	14 (6.3)	20
4	13 (6.6)	15 (6.7)	28
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 270

HYPOTHESIS 2, VARIABLE 66, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	42 (21.3)	36 (16.1)	78
1	73 (37.1)	82 (36.8)	155
2	54 (27.4)	57 (25.6)	111
3	18 (9.1)	30 (13.5)	48
4	10 (5.1)	18 (8.1)	28
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 271

HYPOTHESIS 2, VARIABLE 67, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	39 (19.8)	30 (13.5)	69
1	115 (58.4)	133 (59.6)	248
2	34 (17.3)	50 (22.4)	84
3,4	9 (4.6)	10 (4.5)	19
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 272

HYPOTHESIS 2, VARIABLE 69, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	60 (30.5)	63 (28.3)	123
1	72 (36.5)	84 (37.7)	156
2	43 (21.8)	53 (23.8)	96
3,4	22 (11.2)	23 (10.3)	45
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 273

HYPOTHESIS 2, VARIABLE 70, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	42 (21.3)	33 (14.8)	75
1	49 (24.9)	59 (26.5)	108
2	48 (24.4)	64 (28.7)	112
3	36 (18.3)	43 (19.3)	79
4	22 (11.2)	24 (10.8)	46
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 274

HYPOTHESIS 2, VARIABLE 71, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	71 (36.0)	87 (39.0)	158
1	98 (49.7)	113 (50.7)	211
2	14 (7.1)	12 (5.4)	26
3,4	14 (7.1)	11 (4.9)	25
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 275

HYPOTHESIS 2, VARIABLE 72, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	65 (33.0)	70 (31.4)	135
1	47 (23.9)	51 (22.9)	98
2	28 (14.2)	33 (14.8)	61
3	40 (20.3)	44 (19.7)	84
4	17 (8.6)	25 (11.2)	42
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 276

HYPOTHESIS 2, VARIABLE 74, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	90 (45.7)	119 (53.4)	209
1	72 (36.5)	72 (32.3)	144
2	28 (14.2)	20 (9.0)	48
3,4	7 (3.6)	12 (5.4)	19
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 277

HYPOTHESIS 2, VARIABLE 76, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	110 (55.8)	119 (53.4)	229
1	39 (19.8)	38 (17.0)	77
2	21 (10.7)	23 (10.3)	44
3	15 (7.6)	19 (8.5)	34
4	12 (6.1)	24 (10.8)	36
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 278

HYPOTHESIS 2, VARIABLE 81, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	68 (34.5)	61 (27.4)	129
1	80 (40.6)	105 (47.1)	185
2	31 (15.7)	40 (17.9)	71
3	10 (5.1)	9 (4.0)	19
4	8 (4.1)	8 (3.6)	16
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 279

HYPOTHESIS 2, VARIABLE 83, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Males	Females	Total
0	59 (29.9)	57 (25.6)	116
1	74 (37.6)	84 (37.7)	158
2	39 (19.8)	50 (22.4)	89
3	14 (7.1)	21 (9.4)	35
4	11 (5.6)	11 (4.9)	22
Total	197	223	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 280

HYPOTHESIS 3, VARIABLE 2, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	150 (46.3)	22 (39.3)	16 (40.0)	188
1,2	161 (49.7)	30 (53.6)	20 (50.0)	211
3,4	13 (4.0)	4 (7.1)	4 (10.0)	21
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 281

HYPOTHESIS 3, VARIABLE 3, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	26 (8.0)	10 (17.9)	3 (7.5)	39
1	97 (29.9)	12 (21.4)	13 (32.5)	122
2	145 (44.8)	22 (39.3)	15 (37.5)	182
3,4	56 (17.3)	12 (21.4)	9 (22.5)	77
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 282

HYPOTHESIS 3, VARIABLE 4, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	49 (15.1)	15 (26.8)	5 (12.5)	69
2	182 (56.2)	29 (51.8)	24 (60.0)	235
3,4	93 (28.7)	12 (21.4)	11 (27.5)	116
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 283

HYPOTHESIS 3, VARIABLE 7, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	84 (25.9)	16 (28.6)	12 (30.0)	112
1,2	203 (62.7)	29 (51.8)	20 (50.0)	252
3,4	37 (11.4)	11 (19.6)	8 (20.0)	56
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 284

HYPOTHESIS 3, VARIABLE 8, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	226 (69.8)	45 (80.4)	27 (67.5)	298
1,2	71 (21.9)	5 (8.9)	10 (25.0)	86
3,4	27 (8.3)	6 (10.7)	3 (7.5)	36
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 285

HYPOTHESIS 3, VARIABLE 11, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	90 (27.8)	16 (28.6)	18 (45.0)	124
2	82 (25.3)	17 (30.4)	8 (20.0)	107
3	99 (30.6)	11 (19.6)	10 (25.0)	120
4	53 (16.4)	12 (21.4)	4 (10.0)	69
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 286

HYPOTHESIS 3, VARIABLE 12, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	109 (33.6)	20 (35.7)	14 (35.0)	143
2	150 (46.3)	27 (48.2)	15 (37.5)	192
3,4	65 (20.1)	9 (16.1)	11 (27.5)	85
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 287

HYPOTHESIS 3, VARIABLE 13, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	211 (65.1)	42 (75.0)	25 (62.5)	278
1	87 (26.9)	11 (19.6)	9 (22.5)	107
3,4	26 (8.0)	3 (5.4)	6 (15.0)	35
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 288

HYPOTHESIS 3, VARIABLE 14, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	165 (50.9)	29 (51.8)	20 (50.0)	214
1	144 (44.4)	21 (37.5)	18 (45.0)	183
3,4	15 (4.6)	6 (10.7)	2 (5.0)	23
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 289

HYPOTHESIS 3, VARIABLE 15, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	96 (29.6)	14 (25.0)	11 (27.5)	121
1	127 (39.2)	20 (35.7)	17 (42.5)	164
3,4	101 (31.2)	22 (39.3)	12 (30.0)	135
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 290

HYPOTHESIS 3, VARIABLE 16, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	245 (75.6)	42 (75.0)	30 (75.0)	317
1	65 (20.1)	8 (14.3)	91 (22.5)	82
3,4	14 (4.3)	6 (10.7)	1 (2.5)	21
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 291

HYPOTHESIS 3, VARIABLE 18, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	65 (20.1)	13 (23.2)	8 (20.0)	86
2	122 (37.7)	18 (32.1)	16 (40.0)	156
3	104 (32.1)	12 (21.4)	8 (20.0)	124
4	33 (10.2)	13 (23.2)	8 (20.0)	54
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 292

HYPOTHESIS 3, VARIABLE 19, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	105 (32.4)	20 (35.7)	15 (37.5)	140
2	82 (25.3)	5 (8.9)	6 (15.0)	93
3	88 (27.2)	16 (28.6)	14 (35.0)	118
4	49 (15.1)	15 (26.8)	5 (12.5)	69
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 293

HYPOTHESIS 3, VARIABLE 20, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	197 (60.8)	41 (73.2)	21 (52.5)	259
1	101 (31.2)	10 (17.9)	15 (37.5)	126
3,4	26 (8.0)	5 (8.9)	4 (10.0)	35
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 294

HYPOTHESIS 3, VARIABLE 21, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	74 (22.8)	17 (30.4)	9 (22.5)	100
1	62 (19.1)	7 (12.5)	8 (20.0)	77
2	60 (18.5)	7 (12.5)	2 (5.0)	69
3	67 (20.7)	8 (14.3)	11 (27.5)	86
4	61 (18.8)	17 (30.4)	10 (25.0)	88
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 295

HYPOTHESIS 3, VARIABLE 22, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	62 (19.1)	16 (28.6)	10 (25.0)	88
2	179 (55.2)	22 (39.3)	19 (47.5)	220
3,4	83 (25.6)	18 (32.1)	11 (27.5)	112
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 296

HYPOTHESIS 3, VARIABLE 23, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	201 (62.0)	33 (58.9)	29 (72.5)	263
1	65 (20.1)	9 (16.1)	6 (15.0)	80
3,4	58 (17.9)	14 (25.0)	5 (12.5)	77
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 297

HYPOTHESIS 3, VARIABLE 24, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	73 (22.5)	11 (19.6)	12 (30.0)	96
1	138 (42.6)	21 (37.5)	14 (35.0)	173
2	79 (24.4)	14 (25.0)	11 (27.5)	104
3,4	34 (10.5)	10 (17.9)	3 (7.5)	47
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 298

HYPOTHESIS 3, VARIABLE 26, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	99 (30.6)	22 (39.3)	16 (40.0)	137
1,2	155 (47.8)	16 (28.6)	18 (45.0)	189
3,4	70 (21.6)	18 (32.1)	6 (15.0)	94
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 299

HYPOTHESIS 3, VARIABLE 27, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	150 (46.3)	30 (53.6)	15 (37.5)	195
1,2	117 (36.1)	19 (33.9)	16 (40.0)	152
3,4	57 (17.6)	7 (12.5)	9 (22.5)	73
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 300

HYPOTHESIS 3, VARIABLE 28, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	223 (68.8)	46 (82.1)	26 (65.0)	295
2,3,4	101 (31.2)	10 (17.9)	14 (35.0)	125
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 301

HYPOTHESIS 3, VARIABLE 29, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	44 (13.6)	6 (10.7)	6 (15.0)	56
1	60 (18.5)	10 (17.9)	9 (22.5)	79
2	85 (26.2)	13 (23.2)	9 (22.5)	107
3	62 (19.1)	12 (21.4)	9 (22.5)	83
4	73 (22.5)	15 (26.8)	7 (17.5)	95
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 302

HYPOTHESIS 3, VARIABLE 30, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	146 (45.1)	25 (44.6)	20 (50.0)	191
2	148 (45.7)	25 (44.6)	13 (32.5)	186
3,4	30 (9.3)	6 (10.7)	7 (17.5)	43
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 303

HYPOTHESIS 3, VARIABLE 31, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	99 (30.6)	18 (32.1)	10 (25.0)	127
2	152 (46.9)	22 (39.3)	20 (50.0)	194
3,4	73 (22.5)	16 (28.6)	16 (25.0)	99
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 304

HYPOTHESIS 3, VARIABLE 32, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	97 (29.9)	14 (25.0)	15 (37.5)	126
1	187 (57.7)	27 (48.2)	20 (50.0)	234
3,4	40 (12.3)	15 (26.8)	5 (12.5)	60
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 305

HYPOTHESIS 3, VARIABLE 33, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	177 ((54.6)	29 (51.8)	19(47.5)	225
1	72 (22.2)	9 (16.10	9 (22.5)	90
3,4	75 (23.1)	18 (32.1)	12 (30.0)	105
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 306

HYPOTHESIS 3, VARIABLE 34, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	112 (34.6)	15 (26.8)	15 (37.5)	142
2	146 (45.1)	28 (50.0)	16 (40.0)	190
3,4	66 (20.4)	13 (23.2)	9 (22.5)	88
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 307

HYPOTHESIS 3, VARIABLE 35, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	107 (33.0)	25 (44.6)	16 (40.0)	148
2	169 (52.2)	19 (33.9)	15 (37.5)	103
3,4	48 (14.8)	12 (21.4)	9 (22.5)	69
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 308

HYPOTHESIS 3, VARIABLE 36, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1,2	202 (62.3)	30 (53.6)	19 (47.5)	251
3,4	122 (37.7)	26 (46.4)	21 (52.5)	169
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 309

HYPOTHESIS 3, VARIABLE 37, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	184 (56.8)	27 (48.2)	19 (47.5)	230
2	100 (30.9)	16 (28.6)	15 (37.5)	131
3,4	40 (12.3)	13 (23.2)	6 (15.0)	59
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 310

HYPOTHESIS 3, VARIABLE 39, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	43 (13.3)	4 (7.1)	6 (15.0)	53
1	86 (26.5)	14 (25.0)	14 (35.0)	114
2	84 (25.9)	15 (26.8)	7 (17.5)	106
3	67 (20.7)	11 (19.6)	9 (22.5)	87
4	44 (13.6)	12 (21.4)	4 (10.0)	60
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 311

HYPOTHESIS 3, VARIABLE 40, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	70 (21.6)	17 (30.4)	12 (30.0)	99
1	129 (39.8)	18 (32.1)	15 (37.5)	162
2	75 (23.1)	9 (16.1)	8 (20.0)	92
3,4	50 (15.4)	12 (21.4)	5 (12.5)	67
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 312

HYPOTHESIS 3, VARIABLE 41, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	40 (12.3)	11 (19.6)	2 (10.0)	55
1	175 (54.0)	28 (50.0)	24 (60.0)	227
3,4	109 (33.6)	17 (30.4)	12 (30.0)	138
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 313

HYPOTHESIS 3, VARIABLE 42, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	107 (33.0)	20 (35.7)	17 (42.5)	144
1	85 (26.2)	12 (21.4)	12 (30.0)	109
2	54 (16.7)	13 (23.2)	4 (10.0)	71
3,4	78 (24.1)	11 (19.6)	7 (17.5)	96
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 314

HYPOTHESIS 3, VARIABLE 44, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	121 (37.3)	24 (42.9)	17 (42.5)	162
1,2	156 (48.1)	27 (48.2)	16 (40.0)	199
3,4	47 (14.5)	5 (8.9)	7 (17.5)	59
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 315

HYPOTHESIS 3, VARIABLE 45, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	56 (17.3)	15 (26.8)	13 (32.5)	84
1,2	168 (51.9)	21 (37.5)	15 (37.5)	204
3,4	100 (30.9)	20 (35.7)	12 (30.0)	132
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 316

HYPOTHESIS 3, VARIABLE 46, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	164 (50.6)	30 (53.6)	22 (55.0)	216
1,2	121 (37.3)	16 (28.6)	13 (32.5)	150
3,4	39 (12.0)	10 (17.9)	5 (12.5)	54
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 317

HYPOTHESIS 3, VARIABLE 47, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	80 (24.7)	12 (21.4)	8 (20.0)	100
2	51 (15.7)	7 (12.5)	8 (20.0)	66
3	74 (22.8)	12 (21.4)	15 (37.5)	101
4	119 (36.7)	25 (44.6)	9 (22.5)	153
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 318

HYPOTHESIS 3, VARIABLE 48, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	52 (16.0)	13 (23.2)	11 (27.5)	76
1	69 (21.3)	9 (16.1)	4 (10.0)	82
2	64 (19.8)	8 (14.3)	8 (20.0)	80
3	51 (15.7)	12 (21.4)	8 (20.0)	71
4	88 (27.2)	14 (25.0)	9 (22.5)	111
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 319

HYPOTHESIS 3, VARIABLE 49, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	229 (70.7)	37 (66.1)	29 (72.5)	295
1,2	72 (22.2)	12 (21.4)	7 (17.5)	91
3,4	23 (7.1)	7 (12.5)	4 (10.0)	34
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 320

HYPOTHESIS 3, VARIABLE 50, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	176 (54.3)	34 (60.7)	25 (62.5)	235
1,2	109 (33.6)	15 (26.8)	12 (30.0)	136
3,4	39 (12.0)	7 (12.5)	3 (7.5)	49
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 321

HYPOTHESIS 3, VARIABLE 51, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	128 (39.5)	25 (44.6)	13 (32.5)	166
1,2	108 (33.3)	13 (23.2)	16 (40.0)	137
3,4	88 (27.2)	18 (32.1)	11 (27.5)	117
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 322

HYPOTHESIS 3, VARIABLE 52, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	225 (69.4)	43 (76.8)	24 (60.0)	292
1,2	44 (13.6)	4 (7.1)	7 (17.5)	55
3,4	55 (17.0)	9 (16.1)	9 (22.5)	73
Total	234	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 323

HYPOTHESIS 3, VARIABLE 53, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	113 (34.9)	16 (28.6)	13 (32.5)	142
1,2	169 (52.2)	22 (39.3)	20 (50.0)	211
3,4	42 (13.0	18 (32.1)	7 (17.5)	67
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 324

HYPOTHESIS 3, VARIABLE 54, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	42 (13.0)	7 (12.5)	6 (15.0)	55
1	82 (25.3)	14 (25.0)	13 (32.5)	109
2	82 (25.3)	8 (14.3)	8 (20.0)	98
3	74 (22.8)	18 (32.1)	7 (17.5)	99
4	44 (13.6)	9 (16.1)	6 (15.0)	59
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 325

HYPOTHESIS 3, VARIABLE 55, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	53 (16.4)	5 (8.0)	8 (20.0)	66
2	54 (16.7)	9 (16.1)	8 (20.0)	71
3	87 (26.9)	11 (19.6)	9 (22.5)	107
4	130 (40.1)	31 (55.4)	15 (37.5)	176
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 326

HYPOTHESIS 3, VARIABLE 56, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	62 (19.1)	9 (16.1)	12 (30.0)	83
1,2	167 (51.5)	32 (57.1)	19 (47.5)	218
3,4	95 (29.3)	15 (26.8)	9 (22.5)	119
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 327

HYPOTHESIS 3, VARIABLE 57, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	50 (15.4)	16 (28.6)	10 (25.0)	76
1,2	179 (55.2)	21 (37.5)	19 (47.5)	219
3,4	95 (29.3)	19 (33.9)	11 (27.5)	125
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 328

HYPOTHESIS 3, VARIABLE 58, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	84 (25.9)	14 (25.0)	13 (32.5)	111
2	76 (23.5)	14 (25.0)	10 (25.0)	100
3	91 (28.1)	9 (16.1)	7 (17.5)	107
4	73 (22.5)	19 (33.9)	10 (25.0)	102
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 329

HYPOTHESIS 3, VARIABLE 59, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1,2	80 (24.7)	7 (12.5)	11 (27.5)	98
3	131 (40.4)	20 (35.7)	18 (45.0)	169
4	113 (34.9)	29 (51.8)	11 (27.5)	153
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 330

HYPOTHESIS 3, VARIABLE 60, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	86 (26.5)	13 (23.2)	8 (20.0)	107
2	104 (32.1)	15 (26.8)	11 (27.5)	130
3	97 (29.9)	20 (35.7)	16 (40.0)	133
4	37 (11.4)	8 (14.3)	5 (12.5)	50
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 331

HYPOTHESIS 3, VARIABLE 61, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	84 (25.9)	11 (19.6)	13 (32.5)	108
2	92 (28.4)	10 (17.9)	5 (12.5)	107
3	96 (29.6)	23 (41.1)	14 (35.0)	133
4	52 (16.0)	12 (21.4)	8 (20.0)	72
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 332

HYPOTHESIS 3, VARIABLE 62, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	63 (19.4)	15 (26.8)	7 (17.5)	85
1	150 (46.3)	19 (33.9)	21 (52.5)	190
2	76 (23.5)	9 (16.1)	6 (15.0)	91
3,4	35 (10.8)	13 (23.2)	6 (15.0)	54
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 333

HYPOTHESIS 3, VARIABLE 64, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	156 (48.1)	31 (55.4)	21 (52.5)	208
1,2	108 (33.3)	15 (26.8)	15 (37.5)	138
3,4	60 (18.5)	10 (17.9	4 (10.0)	74
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 334

HYPOTHESIS 3, VARIABLE 65, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	151 (46.6)	34 (60.7)	19 (47.5)	204
1,2	101 (31.2)	10 (17.9)	13 (32.5)	124
3,4	72 (22.2)	12 (21.4)	8 (20.0)	92
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 335

HYPOTHESIS 3, VARIABLE 66, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	57 (17.6)	16 (28.6)	5 (12.5)	78
1	122 (37.7)	16 (28.6)	17 (42.5)	155
2	85 (26.2)	15 (26.8)	11 (27.5)	111
3,4	60 (18.5)	9 (16.1)	7 (17.5)	76
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 336

HYPOTHESIS 3, VARIABLE 68, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	120 (37.0)	26 (46.4)	13 (32.5)	159
1,2	104 (32.1)	15 (26.8)	9 (22.5)	128
3,4	100 (30.9)	15 (26.8)	18 (45.0)	133
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 337

HYPOTHESIS 3, VARIABLE 69, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	92 (28.4)	17 (30.4)	14 (35.0)	123
1,2	126 (38.9)	18 (32.1)	12 (30.0)	156
3,4	106 (32.7)	21 (37.5)	14 (35.0)	141
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 338

HYPOTHESIS 3, VARIABLE 70, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	55 (17.0)	11 (19.6)	9 (22.5)	75
1	83 (25.6)	14 (25.0)	11 (27.5)	108
2	86 (26.5)	12 (21.4)	14 (35.0)	112
3,4	100 (30.9)	19 (33.9)	6 (15.0)	125
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 339

HYPOTHESIS 3, VARIABLE 71, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	115 (35.5)	26 (46.4)	17 (42.5)	158
2,3,4	209 (64.5)	30 (53.6)	23 (57.5)	262
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 340

HYPOTHESIS 3, VARIABLE 72, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	103 (31.8)	18 (32.1)	14 (35.0)	135
1	79 (24.4)	7 (12.5)	12 (30.0)	98
2	48 (14.8)	11 (19.6)	2 (5.0)	61
3,4	94 (29.0)	20 (35.7)	12 (30.0)	126
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 341

HYPOTHESIS 3, VARIABLE 73, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	147 (45.4)	30 (53.6)	17 (42.5)	194
1,2	80 (24.7)	11 (19.6)	16 (40.0)	107
3,4	97 (29.9)	15 (26.8)	7 (17.5)	119
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 342

HYPOTHESIS 3, VARIABLE 74, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	159 (49.1)	33 (58.9)	17 (42.5)	209
1,2	117 (36.1)	11 (19.6)	16 (40.0)	144
3,4	48 (14.8)	12 (21.4)	7 (17.5)	67
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 343

HYPOTHESIS 3, VARIABLE 79, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0,1	262 (80.9)	47 (83.9)	34 (85.0)	343
2,3,4	62 (19.1)	9 (16.1)	6 (15.0)	77
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 344

HYPOTHESIS 3, VARIABLE 80, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	149 (46.0)	21 (37.5)	21 (52.5)	191
1,2	77 (23.8)	13 (23.2)	9 (22.5)	99
3	49 (15.1)	11 (19.6)	4 (10.0)	64
4	49 (15.1)	11 (19.6)	6 (15.0)	66
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 345

HYPOTHESIS 3, VARIABLE 81, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	98 (30.2)	18 (32.1)	13 (32.5)	129
1,2	145 (44.8)	21 (37.5)	19 (47.5)	185
3,4	81 (25.0)	17 (30.4)	8 (20.0)	106
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 346

HYPOTHESIS 3, VARIABLE 82, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	AnglAm	AfrAm	Other	Total
0	112 (34.6)	17 (30.4)	14 (35.0)	143
1,2	70 (21.6)	15 (26.8)	12 (30.0)	97
3	86 (26.5)	12 (21.4)	11 (27.5)	109
4	56 (17.3)	12 (21.4)	3 (7.5)	71
Total	324	56	40	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 347

HYPOTHESIS 4, VARIABLE 1, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	178 (46.5)	22 (59.5)	200
2	138 (36.0)	10 (27.0)	148
3,4	67 (17.5)	5 (13.5)	72
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 348

HYPOTHESIS 4, VARIABLE 2, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	173 (45.2)	15 (40.5)	188
2,3,4	210 (54.8)	22 (59.5)	232
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 349

HYPOTHESIS 4, VARIABLE 3, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	150 (39.2)	11 (29.7)	161
2	165 (43.1)	17 (45.9)	182
3,4	68 (17.8)	9 (24.3)	77
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 350

HYPOTHESIS 4, VARIABLE 4, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	63 (16.4)	6 (16.2)	69
2	215 (56.1)	20 (54.1)	235
3,4	105 (27.4)	11 (29.7)	116
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 351

HYPOTHESIS 4, VARIABLE 5, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	353 (92.2)	33 (89.2)	386
2,3,4	30 (7.8)	4 (10.8)	34
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 352

HYPOTHESIS 4, VARIABLE 6, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	320 (83.6)	30 (81.1)	350
2,3,4	63 (16.4)	7 (18.9)	70
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 353

HYPOTHESIS 4, VARIABLE 7, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	100 (26.1)	12 (32.4)	112
1,2	232 (60.6)	20 (54.1)	252
3,4	51 (13.3)	5 (13.5)	56
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 354

HYPOTHESIS 4, VARIABLE 8, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	267 (69.7)	31 (83.8)	298
2	83 (21.7)	3 (8.1)	86
3,4	33 (8.6)	3 (8.1)	36
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 355

HYPOTHESIS 4, VARIABLE 9, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	58 (15.1)	5 (13.5)	63
1	122 (31.9)	10 (27.0)	132
2	80 (20.9)	8 (21.6)	88
3,4	123 (32.1)	14 (37.8)	137
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 356

HYPOTHESIS 4, VARIABLE 10, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	273 (71.3)	25 (67.6)	298
2,3,4	110 (28.7)	12 (32.4)	122
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 357

HYPOTHESIS 4, VARIABLE 11, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	114 (29.8)	10 (27.0)	124
2	101 (26.4)	6 (16.2)	107
3	107 (27.9)	13 (35.1)	120
4	61 (15.9)	8 (21.6)	69
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 358

HYPOTHESIS 4, VARIABLE 12, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	127 (33.2)	16 (43.2)	143
2	179 (46.7)	13 (35.1)	192
3,4	77 (20.1)	8 (21.6)	85
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 359

HYPOTHESIS 4, VARIABLE 13, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	256 (66.8)	22 (59.5)	278
2,3,4	127 (33.2)	15 (40.5)	142
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 360

HYPOTHESIS 4, VARIABLE 14, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	194 (50.7)	20 (54.1)	214
2,3,4	189 (49.3)	17 (45.9)	206
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 361

HYPOTHESIS 4, VARIABLE 15, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	112 (29.2)	9 (24.3)	121
1,2	150 (39.2)	14 (37.8)	164
3,4	121 (31.6)	14 (37.8)	135
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 362

HYPOTHESIS 4, VARIABLE 16, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	291 (76.0)	26 (70.3)	317
2,3,4	92 (24.0)	11 (29.7)	103
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 363

HYPOTHESIS 4, VARIABLE 17, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	119 (31.1)	9 (24.3)	128
2	147 (38.4)	13 (35.1)	160
3	60 (15.7)	7 (18.9)	67
4	57 (14.9)	8 (21.6)	65
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 364

HYPOTHESIS 4, VARIABLE 19, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	123 (32.1)	17 (45.9)	140
2	85 (22.2)	8 (21.6)	93
3	111 (29.0)	7 (18.9)	118
4	64 (16.7)	5 (13.5)	69
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 365

HYPOTHESIS 4, VARIABLE 20, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	235 (61.4)	24 (64.9)	259
1,2	116 (30.3)	10 (27.0)	126
3,4	32 (8.4)	3 (8.1)	35
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 366

HYPOTHESIS 4, VARIABLE 21, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	89 (23.2)	11 (29.7)	100
1	73 (19.1)	4 (10.8)	77
2	66 (17.2)	3 (8.1)	69
3	77 (20.1)	9 (24.3)	86
4	78 (20.4)	10 (27.0)	88
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 367

HYPOTHESIS 4, VARIABLE 22, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	79 (20.6)	9 (24.3)	88
2	201 (52.5)	19 (52.4)	220
3,4	103 (26.9)	9 (24.3)	112
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 368

HYPOTHESIS 4, VARIABLE 23, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	240 (62.7)	23 (62.2)	263
1,2	71 (18.5)	9 (24.3)	80
3,4	72 (18.8)	5 (13.5)	77
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 369

HYPOTHESIS 4, VARIABLE 24, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	88 (23.0)	8 (21.6)	96
1	158 (41.3)	15 (40.5)	173
2	95 (24.8)	9 (24.3)	104
3,4	42 (11.0)	5 (13.5)	47
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 370

HYPOTHESIS 4, VARIABLE 25, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	113 (29.5)	10 (27.0)	123
1	132 (34.5)	10 (27.0)	142
2	73 (19.1)	8 (21.6)	81
3,4	65 (17.0)	9 (24.3)	74
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 371

HYPOTHESIS 4, VARIABLE 26, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	123 (32.1)	14 (37.8)	137
1	171 (44.6)	18 (48.6)	189
2,3,4	89 (23.2)	5 (13.5)	94
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 372

HYPOTHESIS 4, VARIABLE 28, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	270 (70.5)	25 (67.6)	295
2,3,4	113 (29.5)	12 (32.4)	125
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 373

HYPOTHESIS 4, VARIABLE 29, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	51 (13.3)	5 (13.5)	56
1	70 (18.3)	9 (24.3)	79
2	101 (26.4)	6 (16.2)	107
3	78 (20.4)	5 (13.5)	83
4	83 (21.7)	12 (32.4)	95
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 374

HYPOTHESIS 4, VARIABLE 30, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	175 (45.7)	16 (43.2)	191
2	169 (44.1)	17 (45.9)	186
3,4	39 (10.2)	4 (10.8)	43
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 375

HYPOTHESIS 4, VARIABLE 31, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	116 (30.3)	11 (29.7)	127
2	180 (47.0)	14 (37.8)	194
3,4	87 (22.7)	12 (32.4)	99
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 376

HYPOTHESIS 4, VARIABLE 32, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	116 (30.3)	10 (27.0)	126
1,2	211 (55.1)	23 (62.2)	234
3,4	56 (14.6)	4 (10.8)	60
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 377

HYPOTHESIS 4, VARIABLE 33, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	201 (52.5)	24 (64.9)	225
1,2	84 (21.9)	6 (16.2)	90
3,4	98 (25.6)	7 (18.9)	105
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 378

HYPOTHESIS 4, VARIABLE 34, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	128 (33.4)	14 (37.8)	142
2	175 (45.7)	15 (40.5)	190
3,4	80 (20.9)	8 (21.6)	88
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 379

HYPOTHESIS 4, VARIABLE 35, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	132 (34.5)	16 (43.2)	148
1,2	190 (49.6)	13 (35.1)	203
3,4	61 (15.9)	8 (21.6)	69
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 380

HYPOTHESIS 4, VARIABLE 36, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	233 (60.8)	18 (48.6)	251
2,3,4	150 (39.2)	19 (51.4)	169
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 381

HYPOTHESIS 4, VARIABLE 37, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	208 (54.3)	22 (59.5)	230
2	122 (31.9)	9 (24.3)	131
3,4	53 (13.8)	6 (16.2)	59
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 382

HYPOTHESIS 4, VARIABLE 38, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1,2	306 (79.9)	32 (86.5)	338
3,4	77 (20.1)	5 (13.5)	82
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 383

HYPOTHESIS 4, VARIABLE 39, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	50 (13.1)	3 (8.1)	53
1	103 (26.9)	11 (29.7)	114
2	96 (25.1)	10 (27.0)	106
3	79 (20.6)	8 (21.6)	87
4	55 (14.4)	5 (13.5)	60
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 384

HYPOTHESIS 4, VARIABLE 40, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	88 (23.0)	11 (29.7)	99
1	145 (37.9)	17 (45.9)	162
2	8 (22.7)	5 (13.5)	92
3,4	63 (16.4)	4 (10.8)	67
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 385

HYPOTHESIS 4, VARIABLE 41, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	52 (13.6)	3 (8.1)	55
1,2	208 (54.3)	19 (51.4)	227
3,4	123 (32.1)	15 (40.5)	138
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 386

HYPOTHESIS 4, VARIABLE 42, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	126 (32.9)	18 (48.6)	144
1	100 (26.1)	9 (24.3)	109
2	68 (17.8)	3 (8.1)	71
3,4	89 (23.2)	7 (18.9)	96
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 387

HYPOTHESIS 4, VARIABLE 43, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	250 (65.3)	25 (67.6)	275
1,2	81 (21.1)	11 (29.7)	92
3,4	52 (13.6)	1 (2.7)	53
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 388

HYPOTHESIS 4, VARIABLE 44, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	146 (38.1)	16 (43.2)	162
1,2	184 (48.0)	15 (40.5)	199
3,4	53 (13.8)	6 (16.2)	59
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 389

HYPOTHESIS 4, VARIABLE 45, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	76 (19.8)	8 (21.6)	84
1,2	185 (48.3)	19 (51.4)	204
3,4	122 (31.9)	10 (27.0)	132
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 390

HYPOTHESIS 4, VARIABLE 46, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	196 (51.2)	20 (54.1)	216
2,3,4	187 (48.8)	17 (45.9)	204
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 391

HYPOTHESIS 4, VARIABLE 47, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	91 (23.8)	9 (24.3)	100
2	60 (15.7)	6 (16.2)	66
3	93 (24.3)	8 (21.6)	101
4	139 (36.3)	14 (37.8)	153
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 392

HYPOTHESIS 4, VARIABLE 48, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	70 (18.3)	6 (16.2)	76
1	76 (19.8)	6 (16.2)	82
2	74 (19.3)	6 (16.2)	80
3	63 (16.4)	8 (21.6)	71
4	100 (26.1)	11 (29.7)	111
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 393

HYPOTHESIS 4, VARIABLE 49, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	268 (70.0)	27 (73.0)	295
2,3,4	115 (30.0)	10 (27.0)	125
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 394

HYPOTHESIS 4, VARIABLE 50, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	212 (55.4)	23 (62.2)	235
2,3,4	171 (44.6)	14 (37.8)	185
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 395

HYPOTHESIS 4, VARIABLE 51, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	149 (38.9)	17 (45.9)	166
1,2	129 (33.7)	8 (21.6)	137
3,4	105 (27.4)	12 (32.4)	117
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 396

HYPOTHESIS 4, VARIABLE 52, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	269 (70.2)	23 (62.2)	292
1,2	51 (13.3)	4 (10.8)	55
3,4	63 (16.4)	10 (27.0)	73
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 397

HYPOTHESIS 4, VARIABLE 53, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	125 (32.6)	17 (45.9)	142
1,2	195 (50.9)	16 (43.2)	211
3,4	63 (16.4)	4 (10.8)	67
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 398

HYPOTHESIS 4, VARIABLE 54, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	47 (12.3)	8 (21.6)	55
1	101 (26.4)	8 (21.6)	109
2	91 (23.8)	7 (18.9)	98
3	90 (23.5)	9 (24.3)	99
4	54 (14.1)	5 (13.5)	59
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 399

HYPOTHESIS 4, VARIABLE 55, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	58 (15.1)	8 (21.6)	66
2	64 (16.7)	7 (18.9)	71
3	99 (25.8)	8 (21.6)	107
4	162 (42.3)	14 (37.8)	176
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 400

HYPOTHESIS 4, VARIABLE 56, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	77 (20.1)	6 (16.2)	83
1,2	195 (50.9)	23 (62.2)	218
3,4	111 (29.0)	8 (21.6)	119
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 401

HYPOTHESIS 4, VARIABLE 58, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	97 (25.3)	14 (37.8)	111
2	93 (24.3)	7 (18.9)	100
3	99 (25.8)	8 (21.6)	107
4	94 (24.5)	8 (21.6)	102
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 402

HYPOTHESIS 4, VARIABLE 59, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1,2	89 (23.2)	9 (24.3)	98
3	159 (41.5)	10 (27.0)	169
4	135 (35.2)	18 (48.6)	153
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 403

HYPOTHESIS 4, VARIABLE 60, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	96 (25.1)	11 (29.7)	107
2	115 (30.0)	15 (40.5)	130
3	123 (32.1)	10 (27.0)	133
4	49 (12.8)	1 (2.7)	50
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 404

HYPOTHESIS 4, VARIABLE 61, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	99 (25.8)	9 (24.3)	108
2	95 (24.8)	12 (32.4)	107
3	121 (31.6)	12 (32.4)	133
4	68 (17.8)	4 (10.8)	72
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 405

HYPOTHESIS 4, VARIABLE 62, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	81 (21.1)	4 (10.8)	85
1	171 (44.6)	19 (51.4)	190
2	83 (21.7)	8 (21.6)	91
3,4	48 (12.5)	6 (16.2)	54
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 406

HYPOTHESIS 4, VARIABLE 63, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	90 (23.5)	13 (35.1)	103
1	122 (31.9)	8 (21.6)	130
2	60 (15.7)	3 (8.1)	63
3,4	111 (29.0)	13 (35.1)	124
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 407

HYPOTHESIS 4, VARIABLE 64, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	189 (49.3)	19 (51.4)	208
1,2	125 (32.6)	13 (35.1)	138
3,4	69 (18.0)	5 (13.5)	74
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 408

HYPOTHESIS 4, VARIABLE 65, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	187 (48.8)	17 (45.9)	204
1,2	111 (29.0)	13 (35.1)	124
3,4	85 (22.2)	7 (18.9)	92
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 409

HYPOTHESIS 4, VARIABLE 66, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	68 (17.8)	10 (27.0)	78
1	139 (36.3)	16 (43.2)	155
2	105 (27.4)	6 (16.2)	111
3,4	71 (18.5)	5 (13.5)	76
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 410

HYPOTHESIS 4, VARIABLE 67, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	63 (16.4)	6 (16.2)	69
1,2	224 (58.5)	24 (64.9)	248
3,4	96 (25.1)	7 (18.9)	103
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 411

HYPOTHESIS 4, VARIABLE 68, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	148 (38.6)	11 (29.7)	159
1,2	114 (29.8)	14 (37.8)	128
3,4	121 (31.6)	12 (32.4)	133
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 412

HYPOTHESIS 4, VARIABLE 69, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	114 (29.8)	9 (24.3)	123
1,2	140 (36.6)	16 (43.2)	156
3,4	129 (33.7)	12 (32.4)	141
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 413

HYPOTHESIS 4, VARIABLE 71, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1,2	142 (37.1)	16 (43.2)	158
3,4	241 (62.9)	21 (56.8)	262
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 414

HYPOTHESIS 4, VARIABLE 72, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	118 (30.8)	17 (45.9)	135
1	93 (24.3)	5 (13.5)	98
2	56 (14.6)	5 (13.5)	61
3,4	116 (30.3)	10 (27.0)	126
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 415

HYPOTHESIS 4, VARIABLE 73, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	177 (46.2)	17 (45.9)	194
1,2	97 (25.3)	10 (27.0)	107
3,4	109 (28.5)	10 (27.0)	119
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 416

HYPOTHESIS 4, VARIABLE 74, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	192 (50.1)	17 (45.9)	209
1,2	131 (34.2)	13 (35.1)	144
3,4	60 (15.7)	7 (18.9)	67
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 417

HYPOTHESIS 4, VARIABLE 75, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1,2	317 (82.8)	31 (83.8)	348
3,4	66 (17.2)	6 (16.2)	72
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 418

HYPOTHESIS 4, VARIABLE 76, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	209 (54.6)	20 (54.1)	229
1,2	68 (17.8)	9 (24.3)	77
3,4	106 (27.7)	8 (21.6)	114
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 419

HYPOTHESIS 4, VARIABLE 79, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1,2	312 (81.5)	31 (83.8)	343
3,4	71 (18.5)	6 (16.2)	77
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 420

HYPOTHESIS 4, VARIABLE 80, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0,1	171 (44.6)	20 (54.1)	191
2	93 (24.3)	6 (16.2)	99
3	55 (14.4)	9 (24.3)	64
4	64 (16.7)	2 (5.4)	66
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 421

HYPOTHESIS 4, VARIABLE 81, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	118 (30.8)	11 (29.7)	129
1,2	167 (43.6)	18 (48.6)	185
3,4	98 (25.6)	8 (21.6)	106
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 422

HYPOTHESIS 4, VARIABLE 83, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Declmajor	Undeclmaj	Total
0	106 (27.7)	10 (27.0)	116
1	143 (37.3)	15 (40.5)	158
2	85 (22.2)	4 (10.8)	89
3,4	49 (12.8)	8 (21.6)	57
Total	383	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 423

HYPOTHESIS 5, VARIABLE 1, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	14 (7.4)	16 (6.9)	30
1	77 (41.0)	93 (40.1)	170
2	65 (34.6)	83 (35.8)	148
3,4	32 (17.0)	40 (17.2)	72
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 424

HYPOTHESIS 5, VARIABLE 1, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	82 (43.6)	106 (45.7)	188
1,2	93 (49.5)	118 (50.9)	211
3,4	13 (6.9)	8 (3.4)	21
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 425

HYPOTHESIS 5, VARIABLE 3, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	20 (10.6)	19 (8.2)	39
1	46 (24.5)	76 (32.8)	122
2	88 (46.8)	94 (40.5)	182
3,4	34 (18.1)	43 (18.5)	77
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 426

HYPOTHESIS 5, VARIABLE 4, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0,1	30 (16.0)	39 (16.8)	69
2	101 (53.7)	134 (57.8)	235
3,4	57 (30.3)	59 (25.4)	116
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 427

HYPOTHESIS 5, VARIABLE 5, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	5 (2.7)	9 (3.9)	14
1	164 (87.2)	208 (89.7)	372
2	12 (6.4)	9 (3.9)	21
3,4	7 (3.7)	6 (2.6)	13
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 428

HYPOTHESIS 5, VARIABLE 6, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0,1	161 (85.6)	189 (81.5)	350
2	9 (4.8)	21 (9.1)	30
3	7 (3.7)	6 (2.6)	13
4	11 (5.9)	16 (6.9)	27
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 429

HYPOTHESIS 5, VARIABLE 7, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	55 (29.3)	57 (24.6)	112
1	107 (56.9)	145 (62.5)	252
2	8 (4.3)	18 (7.8)	26
3	9 (4.8)	7 (3.0)	16
4	9 (4.8)	5 (2.2)	14
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 430

HYPOTHESIS 5, VARIABLE 10, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	128 (68.1)	170 (73.3)	298
1,2	48 (25.5)	52 (22.4)	100
3,4	12 (6.4)	10 (4.3)	22
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 431

HYPOTHESIS 5, VARIABLE 11, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	24 (12.8)	23 (9.9)	47
1	38 (20.2)	39 (16.8)	77
2	51 (27.1)	56 (24.1)	107
3	53 (28.2)	67 (28.9)	120
4	22 (11.7)	47 (20.3)	69
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 432

HYPOTHESIS 5, VARIABLE 12, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	17 (9.0)	12 (5.2)	29
1	45 (23.9)	69 (29.7)	114
2	85 (45.2)	107 (46.1)	192
3	37 (19.7)	36 (15.5)	73
4	4 (2.1)	8 (3.4)	12
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 433

HYPOTHESIS 5, VARIABLE 13, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	136 (72.3)	142 (61.2)	278
1	36 (19.1)	71 (30.6)	107
2	10 (5.3)	14 (6.0)	24
3,4	6 (3.2)	5 (2.2)	11
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 434

HYPOTHESIS 5, VARIABLE 14, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	93 (49.5)	121 (52.2)	214
1	82 (43.6)	101 (43.5)	183
2	9 (4.8)	3 (1.3)	12
3,4	4 (2.1)	7 (3.0)	11
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 435

HYPOTHESIS 5, VARIABLE 16, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	141 (75.0)	176 (75.9)	317
1,2	35 (18.6)	47 (20.3)	82
3,4	12 (6.4)	9 (3.9)	21
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 436

HYPOTHESIS 5, VARIABLE 17, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	56 (29.8)	72 (31.0)	128
1	76 (40.4)	84 (36.2)	160
2	26 (13.8)	41 (17.7)	67
3	22 (11.7)	27 (11.6)	49
4	8 (4.3)	8 (3.4)	16
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 437

HYPOTHESIS 5, VARIABLE 18, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	8 (4.3)	10 (4.3)	18
1	31 (16.5)	37 (15.9)	68
2	72 (38.3)	84 (36.2)	156
3	53 (28.2)	71 (30.6)	124
4	24 (12.8)	30 (12.9)	54
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 438

HYPOTHESIS 5, VARIABLE 19, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	11 (5.9)	28 (12.1)	39
1	43 (22.9)	58 (25.0)	101
2	41 (21.8)	52 (22.4)	93
3	55 (29.3)	63 (27.2)	118
4	38 (20.2)	31 (13.4)	69
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 439

HYPOTHESIS 5, VARIABLE 20, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	114 (60.6)	145 (62.5)	259
1	58 (30.9)	68 (29.3)	126
2	9 (4.8)	10 (4.3)	19
3,4	7 (3.7)	9 (3.9)	16
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 440

HYPOTHESIS 5, VARIABLE 22, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	7 (3.7)	10 (4.3)	17
1	38 (20.2)	33 (14.2)	71
2	52 (52.7)	121 (52.2)	220
3	23 (17.0)	56 (24.1)	88
4	12 (6.4)	12 (5.2)	24
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 441

HYPOTHESIS 5, VARIABLE 23, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	113 (60.1)	150 (64.7)	263
1	36 (19.1)	44 (19.0)	80
2	15 (8.0)	22 (9.5)	37
3	15 (8.0)	11 (4.7)	26
4	9 (4.8)	5 (2.2)	14
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 442

HYPOTHESIS 5, VARIABLE 24, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	44 (23.4)	52 (22.4)	96
1	69 (36.7)	104 (44.8)	173
2	52 (27.7)	52 (22.4)	104
3,4	23 (12.2)	24 (10.3)	47
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 443

HYPOTHESIS 5, VARIABLE 26, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	56 (29.8)	81 (34.9)	137
1	83 (44.1)	106 (45.7)	189
2	35 (18.6)	28 (12.1)	63
3,4	14 (7.4)	17 (7.3)	31
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 444

HYPOTHESIS 5, VARIABLE 27, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	83 (44.1)	112 (48.3)	195
1	68 (36.2)	84 (36.2)	152
2	10 (5.3)	19 (8.2)	29
3	13 (6.9)	8 (3.4)	21
4	14 (7.4)	9 (3.9)	23
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 445

HYPOTHESIS 5, VARIABLE 28, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	134 (71.3)	161 (69.4)	295
1,2	49 (26.1)	61 (26.3)	110
3,4	5 (2.7)	10 (4.3)	15
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 446

HYPOTHESIS 5, VARIABLE 30, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	8 (4.3)	17 (7.3)	25
1	76 (40.4)	90 (38.8)	166
2	83 (44.1)	103 (44.4)	186
3	15 (8.0)	17 (7.3)	32
4	6 (3.2)	5 (2.2)	11
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 447

HYPOTHESIS 5, VARIABLE 31, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	11 (5.9)	6 (2.6)	17
1	51 (27.1)	59 (25.4)	110
2	80 (42.6)	114 (49.1)	194
3	40 (21.3)	40 (17.2)	80
4	6 (3.2)	13 (5.6)	19
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 448

HYPOTHESIS 5, VARIABLE 32, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	61 (32.4)	65 (28.0)	126
1	103 (54.8)	13 (56.5)	234
2	17 (9.0)	28 (12.1)	45
3,4	7 (3.7)	8 (3.4)	15
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 449

HYPOTHESIS 5, VARIABLE 34, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	13 (6.9)	16 (6.9)	29
1	41 (21.8)	72 (31.0)	113
2	89 (47.3)	101 (43.5)	190
3	37 (19.7)	37 (15.9)	74
4	8 (4.3)	6 (2.6)	14
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 450

HYPOTHESIS 5, VARIABLE 35, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	72 (38.3)	76 (32.8)	148
1	79 (42.0)	124 (53.4)	203
2	21 (11.2)	21 (9.1)	42
3,4	16 (8.5)	11 (4.7)	27
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 451

HYPOTHESIS 5, VARIABLE 37, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	15 (8.0)	26 (11.2)	41
1	73 (38.8)	116 (50.0)	189
2	69 (36.7)	62 (26.7)	131
3	23 (12.2)	20 (8.6)	43
4	8 (4.3)	8 (3.4)	16
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 452

HYPOTHESIS 5, VARIABLE 38, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	151 (80.3)	187 (80.6)	338
1	17 (9.0)	31 (13.4)	48
2	7 (3.7)	7 (3.0)	14
3,4	13 (6.9)	7 (3.0)	20
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 453

HYPOTHESIS 5, VARIABLE 39, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	25 (13.3)	28 (12.1)	53
1	49 (26.1)	65 (28.0)	114
2	49 (26.1)	57 (24.6)	106
3	44 (23.4)	43 (18.5)	87
4	21 (11.2)	39 (16.8)	60
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 454

HYPOTHESIS 5, VARIABLE 40, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	46 (24.5)	53 (22.8)	99
1	67 (35.6)	95 (40.9)	162
2	41 (21.8)	51 (22.0)	92
3	24 (12.8)	18 (7.8)	42
4	10 (5.3)	15 (6.5)	25
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 455

HYPOTHESIS 5, VARIABLE 41, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	23 (12.2)	32 (13.8)	55
1	96 (51.6)	131 (56.5)	227
2	50 (26.6)	48 (20.7)	98
3	14 (7.4)	12 (5.2)	26
4	5 (2.7)	9 (3.9)	14
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 456

HYPOTHESIS 5, VARIABLE 42, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	58 (30.9)	86 (37.1)	144
1	50 (26.6)	59 (25.4)	109
2	38 (20.2)	33 (14.2)	71
3	21 (11.2)	25 (10.8)	46
4	21 (11.2)	29 (12.5)	50
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 457

HYPOTHESIS 5, VARIABLE 43, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	131 (69.7)	144 (62.1)	275
1	39 (20.7)	53 (22.8)	92
2	10 (5.3)	21 (9.1)	31
3,4	8 (4.3)	14 (6.0)	22
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 458

HYPOTHESIS 5, VARIABLE 45, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	35 (18.6)	49 (21.1)	84
1	88 (46.8)	116 (50.0)	204
2	47 (25.0)	54 (23.3)	101
3,4	18 (9.6)	13 (5.6)	31
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 459

HYPOTHESIS 5, VARIABLE 49, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	131 (69.7)	164 (70.7)	295
1	44 (23.4)	47 (20.3)	91
2	5 (2.7)	9 (3.9)	14
3,4	8 (4.3)	12 (5.2)	20
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 460

HYPOTHESIS 5, VARIABLE 50, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	111 (59.0)	124 (53.4)	235
1	58 (30.9)	78 (33.6)	136
2	12 (6.4)	20 (8.6)	32
3,4	7 (3.7)	10 (4.3)	17
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 461

HYPOTHESIS 5, VARIABLE 51, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	65 (34.6)	101 (43.5)	166
1	62 (33.0)	75 (32.3)	137
2	41 (21.8)	37 (15.9)	78
3,4	20 (10.6)	19 (8.2)	39
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 462

HYPOTHESIS 5, VARIABLE 53, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	68 (36.2)	74 (31.9)	142
1	96 (51.1)	115 (49.6)	211
2	17 (9.0)	24 (10.3)	41
3,4	7 (3.7)	19 (8.2)	26
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 463

HYPOTHESIS 5, VARIABLE 54, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	25 (13.3)	30 (12.9)	55
1	42 (22.3)	67 (28.9)	109
2	43 (22.9)	55 (23.7)	98
3	55 (29.3)	44 (19.0)	99
4	23 (12.2)	36 (15.5)	59
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 464

HYPOTHESIS 5, VARIABLE 55, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	5 (2.7)	8 (3.4)	13
1	19 (10.1)	34 (14.7)	53
2	33 (17.6)	38 (16.4)	71
3	43 (22.9)	64 (27.6)	107
4	88 (46.8)	88 (37.9)	176
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 465

HYPOTHESIS 5, VARIABLE 56, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	35 (18.6)	48 (20.7)	83
1	93 (49.5)	125 (53.9)	218
2	40 (21.3)	36 (15.5)	76
3	14 (7.4)	11 (4.7)	25
4	6 (3.2)	12 (5.2)	18
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 466

HYPOTHESIS 5, VARIABLE 58, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	13 (6.9)	16 (6.9)	29
1	39 (20.7)	43 (18.5)	82
2	43 (22.9)	57 (24.6)	100
3	46 (24.5)	61 (26.3)	107
4	47 (25.0)	55 (23.7)	102
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 467

HYPOTHESIS 5, VARIABLE 59, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	3 (1.6)	8 (3.4)	11
1	16 (8.5)	24 (10.3)	40
2	21 (11.2)	26 (11.2)	47
3	80 (42.6)	89 (38.4)	169
4	68 (36.2)	85 (36.6)	153
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 468

HYPOTHESIS 5, VARIABLE 60, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	11 (5.9)	15 (6.5)	26
1	37 (19.7)	44 (19.0)	81
2	51 (27.1)	79 (34.1)	130
3	64 (34.0)	69 (29.7)	133
4	25 (13.3)	25 (10.8)	50
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 469

HYPOTHESIS 5, VARIABLE 62, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	32 (17.0)	53 (22.8)	85
1	89 (47.3)	101 (43.5)	190
2	39 (20.7)	52 (22.4)	91
3	20 (10.6)	20 (8.6)	40
4	8 (4.3)	6 (2.6)	14
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 470

HYPOTHESIS 5, VARIABLE 63, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	45 (23.9)	58 (25.0)	103
1	52 (27.7)	78 (33.6)	130
2	28 (14.9)	35 (15.1)	63
3	42 (22.3)	40 (17.2)	82
4	21 (11.2)	21 (9.1)	42
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 471

HYPOTHESIS 5, VARIABLE 64, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	95 (50.5)	113 (48.5)	208
1	58 (30.9)	80 (34.5)	138
2	13 (6.9)	18 (7.8)	31
3	15 (8.0)	16 (6.9)	31
4	7 (3.7)	5 (2.2)	12
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 472

HYPOTHESIS 5, VARIABLE 65, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	104 (55.3)	100 (43.1)	204
1	49 (26.1)	75 (32.3)	124
2	17 (9.0)	27 (11.6)	44
3	6 (3.2)	14 (6.0)	20
4	12 (6.4)	16 (6.9)	28
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 473

HYPOTHESIS 5, VARIABLE 66, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	30 (16.0)	48 (20.7)	78
1	78 (41.5)	77 (33.2)	155
2	42 (22.3)	69 (29.7)	111
3	25 (13.3)	23 (9.9)	48
4	13 (6.9)	15 (6.5)	28
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 474

HYPOTHESIS 5, VARIABLE 67, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	35 (18.6)	34 (14.7)	69
1	106 (56.4)	142 (61.2)	248
2	37 (19.7)	47 (20.3)	84
3,4	10 (5.3)	9 (3.9)	19
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 475

HYPOTHESIS 5, VARIABLE 69, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	54 (28.7)	69 (29.7)	123
1	62 (33.0)	94 (40.5)	156
2	47 (25.0)	49 (21.1)	96
3,4	25 (13.3)	20 (8.6)	45
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 476

HYPOTHESIS 5, VARIABLE 70, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	33 (17.6)	42(18.1)	75
1	42 (22.3)	66 (28.4)	108
2	55 (29.3)	57 (24.6)	112
3	36 (19.1)	43 (18.5)	79
4	22 (11.7)	24 (10.3)	46
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 477

HYPOTHESIS 5, VARIABLE 71, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	71 (37.8)	87 (37.5)	158
1	92 (48.9)	119 (51.3)	211
2	14 (7.4)	12 (5.2)	26
3,4	11 (5.9)	14 (6.0)	25
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 478

HYPOTHESIS 5, VARIABLE 72, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	59 (31.4)	76 (32.8)	135
1	46 (24.5)	52 (22.4)	98
2	32 (17.0)	29 (12.5)	61
3	36 (19.1)	48 (20.7)	84
4	15 (8.0)	27 (11.6)	42
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 479

HYPOTHESIS 5, VARIABLE 73, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	86 (45.7)	108 (46.6)	194
1	46 (24.5)	61 (26.3)	107
2	31 (16.5)	37 (15.9)	68
3	17 (9.0)	20 (8.6)	37
4	8 (4.3)	6 (2.6)	14
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 480

HYPOTHESIS 5, VARIABLE 75, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	163 (86.7)	185 (79.7)	348
1	11 (5.9)	19 (8.2)	30
2	11 (5.9)	13 (5.6)	24
3,4	3 (1.6)	15 (6.5)	18
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 481

HYPOTHESIS 5, VARIABLE 77, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	97 (51.6)	110 (47.4)	207
1	52 (27.7)	72 (31.0)	124
2	21 (11.2)	37 (15.9)	58
3,4	18 (9.6)	13 (5.6)	31
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 482

HYPOTHESIS 5, VARIABLE 79, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	152 (80.9)	191 (82.3)	343
1,2	19 (10.1)	24 (10.3)	43
3,4	17 (9.0)	17 (7.3)	34
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 483

HYPOTHESIS 5, VARIABLE 80, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	86 (45.7)	105 (45.3)	191
1	41 (21.8)	58 (25.0)	99
2	19 (10.1)	25 (10.8)	44
3	6 (3.2)	14 (6.0)	20
4	36 (19.1)	30 (12.9)	66
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 484

HYPOTHESIS 5, VARIABLE 81, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	59 (31.4)	70 (30.2)	129
1	79 (42.0)	106 (45.7)	185
2	29 (15.4)	42 (18.1)	71
3	11 (5.9)	8 (3.4)	19
4	10 (5.3)	6 (2.6)	16
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 485

HYPOTHESIS 5, VARIABLE 83, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	On Campus	Off Campus	Total
0	59 (31.4)	57 (24.6)	116
1	61 (32.4)	97 (41.8)	158
2	39 (20.7)	50 (21.6)	89
3	17 (9.0)	18 (7.8)	35
4	12 (6.4)	10 (4.3)	22
Total	188	232	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 486

HYPOTHESIS 6, VARIABLE 2, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-Time	Total
0,1,2	180 (45.8)	8 (29.6)	188
3,4	213 (54.2)	19 (70.4)	232
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 487

HYPOTHESIS 6, VARIABLE 3, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-Time	Total
0,1	148 (37.7)	13 (48.1)	161
2	172 (43.8)	10 (37.0)	182
3,4	73 (18.6)	4 (14.8)	77
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 488

HYPOTHESIS 6, VARIABLE 7, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	105 (26.7)	7 (25.9)	112
1,2	237 (60.3)	15 (55.6)	252
3,4	51 (13.0)	5 (18.5)	56
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 489

HYPOTHESIS 6, VARIABLE 8, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	281 (71.5)	17 (63.0)	298
3,4	112 (28.5)	10 (37.0)	122
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 490

HYPOTHESIS 6, VARIABLE 9, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	177 (45.0)	18 (66.7)	195
2	84 (21.4)	4 (14.8)	88
3,4	132 (33.6)	5 (18.5)	137
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 491

HYPOTHESIS 6, VARIABLE 10, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	279 (71.0)	19 (70.4)	298
3,4	114 (29.0)	8 (29.6)	122
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 492

HYPOTHESIS 6, VARIABLE 11, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	113 (28.8)	11 (40.7)	124
2	103 (26.2)	4 (14.8)	107
3,4	177 (45.0)	12 (44.4)	189
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 493

HYPOTHESIS 6, VARIABLE 12, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	133 (33.8)	10 (37.0)	143
2	180 (45.8)	12 (44.4)	192
3,4	80 (20.4)	5 (18.5)	85
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 494

HYPOTHESIS 6, VARIABLE 13, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	262 (66.7)	16 (59.3)	278
3,4	131 (33.3)	11 (40.7)	142
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 495

HYPOTHESIS 6, VARIABLE 14, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	201 (51.1)	12 (48.1)	214
3,4	192 (48.9)	14 (51.9)	206
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 496

HYPOTHESIS 6, VARIABLE 15, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	111 (28.2)	10 (37.0)	121
1,2	152 (38.7)	12 (44.4)	164
3,4	130 (33.1)	5 (18.5)	135
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 497

HYPOTHESIS 6, VARIABLE 16, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	297 (75.6)	20 (74.1)	317
3,4	96 (24.4)	7 (25.9)	103
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 498

HYPOTHESIS 6, VARIABLE 17, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	115 (29.3)	13 (48.1)	128
1,2	154 (39.2)	6 (22.2)	160
3,4	124 (31.6)	8 (29.6)	132
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 499

HYPOTHESIS 6, VARIABLE 18, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	80 (20.4)	6 (22.2)	86
2	148 (37.7)	8 (29.6)	156
3,4	165 (42.0)	13 (48.1)	178
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 500

HYPOTHESIS 6, VARIABLE 19, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	136 (34.6)	4 (14.8)	140
2	87 (22.1)	6 (22.2)	93
3,4	170 (43.3)	17 (63.0)	187
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 501

HYPOTHESIS 6, VARIABLE 20, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	245 (62.3)	14 (51.9)	259
3,4	148 (37.7)	13 (48.1)	161
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 502

HYPOTHESIS 6, VARIABLE 21, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	93 (23.7)	7 (25.9)	100
2	134 (34.1)	12 (44.4)	146
3	81 (20.6)	5 (18.5)	86
4	85 (21.6)	3 (11.1)	88
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 503

HYPOTHESIS 6, VARIABLE 22, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	80 (20.4)	8 (29.6)	88
2	209 (53.2)	11 (40.7)	220
3,4	104 (26.5)	8 (29.6)	112
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 504

HYPOTHESIS 6, VARIABLE 23, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	247 (62.8)	16 (59.3)	263
1,2	76 (19.3)	4 (14.8)	80
3,4	70 (17.8)	7 (25.9)	77
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 505

HYPOTHESIS 6, VARIABLE 24, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	88 (22.4)	8 (29.6)	96
1,2	162 (41.2)	11 (40.7)	173
3,4	143 (36.4)	8 (29.6)	151
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 506

HYPOTHESIS 6, VARIABLE 25, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	117 (29.8)	6 (22.2)	123
1	135 (34.4)	7 (25.9)	142
2	74 (18.8)	7 (25.9)	81
3,4	67 (17.0)	7 (25.9)	74
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 507

HYPOTHESIS 6, VARIABLE 26, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	124 (31.6)	13 (48.1)	137
1,2	178 (45.3)	11 (40.7)	189
3,4	91 (23.2)	3 (11.1)	94
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 508

HYPOTHESIS 6, VARIABLE 27, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	182 (46.3)	13 (48.1)	195
1,2	145 (36.9)	7 (25.9)	152
3,4	66 (16.8)	7 (25.9)	73
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 509

HYPOTHESIS 6, VARIABLE 28, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	274 (69.7)	21 (77.8)	295
3,4	119 (30.3)	6 (22.2)	125
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 510

HYPOTHESIS 6, VARIABLE 29, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	123 (31.3)	12 (44.4)	135
2	103 (26.2)	4 (14.8)	107
3	78 (19.8)	5 (18.5)	84
4	89 (22.6)	6 (22.2)	95
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 511

HYPOTHESIS 6, VARIABLE 30, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	179 (45.5)	12 (44.4)	191
3,4	214 (54.5)	15 (55.6)	229
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 512

HYPOTHESIS 6, VARIABLE 32, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	118 (30.0)	8 (29.6)	126
3,4	275 (70.0)	19 (70.4)	294
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 513

HYPOTHESIS 6, VARIABLE 33, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	211 (53.7)	14 (51.9)	225
1,2	87 (22.1)	3 (11.1)	90
3,4	95 (24.2)	10 (37.0)	105
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 514

HYPOTHESIS 6, VARIABLE 34, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	131 (33.3)	11 (40.7)	142
2	178 (45.3)	12 (44.4)	190
3,4	84 (21.4)	4 (14.8)	88
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 515

HYPOTHESIS 6, VARIABLE 35, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	138 (35.1)	10 (37.0)	148
3,4	255 (64.9)	17 (63.0)	272
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 516

HYPOTHESIS 6, VARIABLE 36, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	234 (59.5)	17 (63.0)	251
3,4	159 (40.5)	10 (37.0)	169
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 517

HYPOTHESIS 6, VARIABLE 37, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	213 (54.2)	17 (63.0)	230
3,4	180 (45.8)	10 (37.0)	190
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 518

HYPOTHESIS 6, VARIABLE 38, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	320 (81.4)	18 (66.7)	338
3,4	73 (18.6)	9 (33.3)	82
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 519

HYPOTHESIS 6, VARIABLE 39, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	156 (39.7)	11 (40.7)	167
2	102 (26.0)	4 (14.8)	106
3,4	135 (34.4)	12 (44.4)	147
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 520

HYPOTHESIS 6, VARIABLE 40, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	94 (23.9)	5 (18.5)	99
1	154 (39.2)	8 (29.5)	162
2	87 (22.1)	5 (18.5)	92
3,4	58 (14.8)	9 (33.3)	67
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 521

HYPOTHESIS 6, VARIABLE 41, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	260 (66.2)	15 (55.6)	275
3,4	133 (33.8)	12 (44.4)	145
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 522

HYPOTHESIS 6, VARIABLE 42, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	130 (33.1)	14 (34.3)	144
1	104 (26.5)	5 (18.5)	109
2	68 (17.3)	3 (11.1)	71
3,4	91 (23.2)	5 (18.5)	96
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 523

HYPOTHESIS 6, VARIABLE 43, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	260 (66.2)	15 (55.5)	275
3,4	133 (33.8)	12 (44.4)	145
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 524

HYPOTHESIS 6, VARIABLE 44, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	154 (39.2)	8 (29.6)	162
3,4	239 (60.8)	19 (70.4)	258
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 525

HYPOTHESIS 6, VARIABLE 45, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	79 (20.1)	5 (18.5)	84
1,2	191 (48.6)	13 (48.1)	204
3,4	123 (31.3)	9 (33.3)	132
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 526

HYPOTHESIS 6, VARIABLE 46, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	207 (52.7)	9 (33.3)	216
3,4	186 (47.3)	18 (66.7)	204
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 527

HYPOTHESIS 6, VARIABLE 47, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	97 (24.7)	3 (11.1)	100
1,2	61 (15.5)	5 (18.5)	66
3	97 (24.7)	4 (14.8)	101
4	138 (35.1)	15 (55.6)	153
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 528

HYPOTHESIS 6, VARIABLE 48, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	67 (17.0)	9 (33.3)	76
1	77 (19.6)	5 (18.5)	82
2	75 (19.1)	5 (18.5)	80
3	69 (17.6)	2 (7.4)	71
4	105 (26.7)	6 (22.2)	111
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 529

HYPOTHESIS 6, VARIABLE 50, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	219 (55.7)	16 (59.3)	235
3,4	174 (44.3)	11 (40.7)	185
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 530

HYPOTHESIS 6, VARIABLE 51, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	151 (38.4)	15 (55.6)	166
1,2	132 (33.6)	5 (18.5)	137
3,4	110 (28.0)	7 (25.9)	117
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 531

HYPOTHESIS 6, VARIABLE 54, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	155 (39.4)	9 (33.3)	164
2	94 (23.9)	4 (14.8)	98
3,4	144 (36.6)	14 (51.9)	158
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 532

HYPOTHESIS 6, VARIABLE 55, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	128 (32.6)	9 (33.3)	137
3	102 (26.0)	5 (18.5)	107
4	163 (41.5)	13 (48.1)	176
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 533

HYPOTHESIS 6, VARIABLE 56, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	80 (20.4)	3 (11.1)	83
1,2	202 (51.4)	16 (59.3)	218
3,4	111 (28.2)	8 (29.6)	119
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 534

HYPOTHESIS 6, VARIABLE 57, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	72 (18.3)	4 (14.8)	76
1,2	206 (52.4)	13 (48.1)	219
3,4	115 (29.3)	10 (37.0)	125
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 535

HYPOTHESIS 6, VARIABLE 58, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	103 (26.2)	8 (29.6	111
2	94 (23.9)	6 (22.2)	100
3	100 (25.4)	7 (25.9)	107
4	96 (24.4)	6 (22.2)	102
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 536

HYPOTHESIS 6, VARIABLE 60, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	98 (24.9)	9 (33.3)	107
2	124 (31.6)	6 (22.2)	130
3,4	171 (43.5)	12 (44.4)	183
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 537

HYPOTHESIS 6, VARIABLE 61, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	98 (24.9)	10 (37.0)	108
2	102 (26.0)	5 (18.5)	107
3,4	193 (49.1)	12 (44.4)	205
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 538

HYPOTHESIS 6, VARIABLE 62, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	78 (19.8)	7 (25.9)	85
1,2	181 (46.1)	9 (33.3)	190
3,4	134 (34.1)	11 (40.7)	145
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 539

HYPOTHESIS 6, VARIABLE 63, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	93 (23.7)	10 (37.0)	103
1,2	122 (31.0)	8 (29.6)	130
3,4	178 (45.3)	9 (33.3)	187
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 540

HYPOTHESIS 6, VARIABLE 64, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	196 (49.9)	12 (44.4)	208
1,2	128 (32.6)	10 (37.0)	138
3,4	69 (17.6)	5 (18.5)	74
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 541

HYPOTHESIS 6, VARIABLE 65, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	190 (48.3)	14 (51.9)	204
1,2	117 (29.8)	7 (25.9)	124
3,4	86 (21.9)	6 (22.2)	92
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 542

HYPOTHESIS 6, VARIABLE 66, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	215 (54.7)	18 (66.7)	233
3,4	178 (45.3)	9 (33.3)	187
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 543

HYPOTHESIS 6, VARIABLE 67, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	64 (16.3)	5 (18.5)	69
1,2	235 (59.8)	13 (48.1)	248
3,4	94 (23.9)	9 (33.3)	103
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 544

HYPOTHESIS 6, VARIABLE 68, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	147 (37.4)	12 (44.4)	159
1,2	119 (30.3)	9 (33.3)	128
3,4	127 (32.3)	6 (22.2)	133
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 545

HYPOTHESIS 6, VARIABLE 69, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	113 (28.8)	10 (37.0)	123
1,2	146 (37.2)	10 (37.0)	156
3,4	134 (34.1)	7 (25.9)	141
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 546

HYPOTHESIS 6, VARIABLE 70, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	168 (42.7)	15 (55.6)	183
2	105 (26.7)	7 (25.9)	112
3,4	120 (30.5)	4 (18.5)	125
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 547

HYPOTHESIS 6, VARIABLE 71, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	147 (37.4)	11 (40.7)	158
3,4	246 (62.6)	16 (59.3)	262
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 548

HYPOTHESIS 6, VARIABLE 72, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1	122 (31.0)	13 (48.1)	135
2	151 (38.4)	8 (29.6)	159
3,4	120 (30.5)	6 (22.2)	126
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 549

HYPOTHESIS 6, VARIABLE 73, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	178 (45.3)	16 (59.3)	194
1,2	102 (26.0)	5 (18.5)	107
3,4	113 (28.8)	6 (22.2)	119
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 550

HYPOTHESIS 6, VARIABLE 74, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	200 (50.9)	9 (33.3)	209
3,4	193 (49.1)	18 (66.7)	211
Total	393	37	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 551

HYPOTHESIS 6, VARIABLE 75, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	327 (83.2)	21 (77.8)	348
3,4	66 (16.8)	6 (22.2)	72
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 552

HYPOTHESIS 6, VARIABLE 76, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	210 (53.4)	19 (70.4)	229
1,2	72 (18.3)	5 (18.5)	77
3,4	111 (28.2)	3 (11.1)	114
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 553

HYPOTHESIS 6, VARIABLE 78, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	312 (79.4)	24 (88.9)	336
1	53 (13.5)	1 (3.7)	54
2	14 (3.6)	2 (7.4)	16
3	7 (1.8)	0 (0.0)	7
4	7 (1.8)	4 (0.0)	7
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 554

HYPOTHESIS 6, VARIABLE 79, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0,1,2	319 (81.2)	24 (88.9)	343
3,4	74 (18.8)	3 (11.1)	77
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 555

HYPOTHESIS 6, VARIABLE 80, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	179 (45.5)	12 (44.4)	191
1,2	91 (23.2)	8 (29.6)	99
3,4	123 (31.3)	7 (25.9)	130
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 556

HYPOTHESIS 6, VARIABLE 81, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	119 (30.3)	10 (37.0)	129
1,2	173 (44.0)	12 (44.4)	185
3,4	101 (25.7)	5 (18.5)	106
Total	393	27	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 557

HYPOTHESIS 6, VARIABLE 83, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Full-Time	Part-time	Total
0	109 (27.7)	7 (25.9)	116
1,2	149 (37.9)	9 (33.3)	158
3,4	135 (34.4)	11 (40.7)	146
Total	393	27	430

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 558

HYPOTHESIS 7, VARIABLE 1, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	23 (7.6)	7 (6.0)	30
1	128 (42.2)	42 (35.9)	170
2	103 (34.0)	45 (38.5)	148
3,4	49 (16.2)	23 (19.7)	72
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 559

HYPOTHESIS 7, VARIABLE 2, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	139 (45.9)	49 (41.9)	188
1,2	150 (49.5)	61 (52.1)	211
3,4	14 (4.6)	7 (6.0)	21
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 560

HYPOTHESIS 7, VARIABLE 3, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	27 (8.9)	12 (10.3)	39
1	86 (28.4)	36 (30.8)	122
2	130 (42.9)	52 (44.4)	182
3,4	60 (19.8)	17 (14.5)	77
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 561

HYPOTHESIS 7, VARIABLE 4, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0,1	48 (15.8)	21 (17.9)	69
2	171 (56.4)	64 (54.7)	235
3,4	84 (27.7)	32 (27.4)	116
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 562

HYPOTHESIS 7, VARIABLE 5, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0,1,2	280 (92.4)	106 (90.6)	386
3,4	23 (7.6)	11 (9.4)	34
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 563

HYPOTHESIS 7, VARIABLE 6, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0,1	249 (82.2)	101 (86.3)	350
2	24 (7.9)	6 (5.1)	30
3,4	30 (9.9)	10 (8.5)	40
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 564

HYPOTHESIS 7, VARIABLE 7, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	74 (24.4)	38 (32.5)	112
1	192 (63.4)	60 (51.3)	252
2	16 (5.3)	10 (8.5)	26
3,4	21 (6.9)	9 (7.7)	30
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 565

HYPOTHESIS 7, VARIABLE 8, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	215 (71.0)	83 (70.9)	298
1,2	64 (21.1)	22 (18.8)	86
3,4	24 (7.9)	12 (10.3)	36
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 566

HYPOTHESIS 7, VARIABLE 9, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	40 (13.2)	23 (19.7)	63
1	97 (32.0)	35 (29.9)	132
2	69 (22.8)	19 (16.2)	88
3	76 (25.1)	34 (29.1)	110
4	21 (6.9)	6 (5.1)	27
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 567

HYPOTHESIS 7, VARIABLE 10, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	216 (71.3)	82 (70.1)	298
1,2	73 (24.1)	27 (23.1)	100
3,4	14 (4.6)	8 (6.8)	22
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 568

HYPOTHESIS 7, VARIABLE 11, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	32 (10.6)	15 (12.8)	47
1	52 (17.2)	25 (21.4)	77
2	75 (24.8)	32 (27.4)	107
3	87 (28.7)	33 (28.2)	120
4	57 (18.8)	12 (10.3)	69
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 569

HYPOTHESIS 7, VARIABLE 12, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	20 (6.6)	9 (7.7)	29
1	78 (25.7)	36 (30.8)	114
2	140 (46.2)	52 (44.4)	192
3,4	65 (21.5)	20 (17.1)	85
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 570

HYPOTHESIS 7, VARIABLE 13, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	193 (63.7)	85 (72.6)	278
1,2	80 (26.4)	27 (23.1)	107
3,4	30 (9.9)	5 (4.3)	35
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 571

HYPOTHESIS 7, VARIABLE 15 CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	94 (31.0)	27 (23.1)	121
1	116 (38.3)	48 (41.0)	164
2	60 (19.8)	32 (27.4)	92
3,4	33 (10.9)	10 (8.5)	43
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 572

HYPOTHESIS 7, VARIABLE 17, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	91 (30.0)	37 (31.6)	128
1	112 (37.0)	48 (41.0)	160
2	50 (16.5)	17 (14.5)	67
3,4	50 (16.5)	15 (12.8)	65
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 573

HYPOTHESIS 7, VARIABLE 18, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	13 (4.3)	5 (4.3)	18
1	44 (14.5)	24 (20.5)	68
2	110 (36.3)	46 (39.3)	156
3	95 (31.4)	29 (24.8)	124
4	41 (13.5)	13 (11.1)	54
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 574

HYPOTHESIS 7, VARIABLE 19, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	31 (10.2)	8 (6.8)	39
1	77 (25.4)	24 (20.5)	101
2	65 (21.5)	28 (23.9)	93
3	86 (28.4)	32 (27.4)	118
4	44 (14.5)	25 (21.4)	69
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 575

HYPOTHESIS 7, VARIABLE 20, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	189 (62.4)	70 (59.8)	259
1,2	89 (29.4)	37 (31.6)	126
3,4	25 (8.3)	10 (8.5)	35
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 576

HYPOTHESIS 7, VARIABLE 21, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	67 (22.1)	33 (28.2)	100
1	54 (17.8)	23 (19.7)	77
2	54 (17.8)	15 (12.8)	69
3	60 (19.8)	26 (22.2)	86
4	68 (22.4)	20 (17.1)	88
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 577

HYPOTHESIS 7, VARIABLE 22, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0,1	59 (19.5)	29 (24.8)	88
2	161 (53.1)	59 (50.4)	220
3	66 (21.8)	22 (18.8)	88
4	17 (5.6)	7 (6.0)	24
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 578

HYPOTHESIS 7, VARIABLE 23, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	196 (64.7)	67 (57.3)	263
1	56 (18.5)	24 (20.5)	80
2	26 (8.6)	11 (9.4)	37
3,4	25 (8.3)	15 (12.8)	40
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 579

HYPOTHESIS 7, VARIABLE 24, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	76 (25.1)	20 (17.1)	96
1	124 (40.9)	49 (41.9)	173
2	70 (23.1)	34 (29.1)	104
3,4	33 (10.9)	14 (12.0)	47
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 580

HYPOTHESIS 7, VARIABLE 25, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	90 (29.7)	33 (28.2)	123
1	99 (32.7)	43 (36.8)	142
2	67 (22.1)	14 (12.0)	81
3	27 (8.9)	18 (15.4)	45
4	20 (6.6)	9 (7.7)	29
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 581

HYPOTHESIS 7, VARIABLE 26, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	102 (33.7)	35 (29.9)	137
1	142 (46.9)	47 (40.2)	189
2	38 (12.5)	25 (21.4)	63
3,4	21 (6.9)	10 (8.5)	31
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 582

HYPOTHESIS 7, VARIABLE 27, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	145 (47.9)	50 (42.7)	195
1	105 (34.7)	47 (40.2)	152
2	23 (7.6)	6 (5.1)	29
3	11 (3.6)	10 (8.5)	21
4	19 (6.3)	4 (3.4)	23
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 583

HYPOTHESIS 7, VARIABLE 29, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	38 (12.5)	18 (15.4)	56
1	60 (19.8)	19 (16.2)	79
2	76 (25.1)	31 (26.5)	107
3	58 (19.1)	25 (21.4)	83
4	71 (23.4)	24 (20.0)	95
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 584

HYPOTHESIS 7, VARIABLE 30, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	17 (5.6)	8 (6.8)	25
1	123 (40.6)	43 (36.8)	166
2	134 (44.2)	52 (44.4)	186
3,4	29 (9.6)	14 (12.0)	43
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 585

HYPOTHESIS 7, VARIABLE 32, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	88 (29.0)	38 (32.5)	126
1,2	172 (56.8)	62 (53.0)	234
3,4	43 (14.2)	17 (14.5)	60
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 586

HYPOTHESIS 7, VARIABLE 33, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	166 (54.8)	59 (50.4)	225
1,2	67 (22.1)	23 (19.7)	90
3	29 (9.6)	8 (6.8)	37
4	41 (13.5)	27 (23.1)	68
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 587

HYPOTHESIS 7, VARIABLE 34, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	22 (7.3)	7 (6.0)	29
1	79 (26.1)	34 (29.1)	113
2	140 (46.2)	50 (42.7)	190
3,4	62 (20.5)	26 (22.2)	88
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 588

HYPOTHESIS 7, VARIABLE 35, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	106 (35.0)	42 (35.9)	148
1	148 (48.8)	55 (47.0)	203
2	31 (10.2)	11 (9.4)	42
3,4	18 (5.9)	9 (7.7)	27
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 589

HYPOTHESIS 7, VARIABLE 36, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	26 (8.6)	8 (6.8)	34
1	162 (53.5)	55 (47.0)	217
2	90 (29.7)	43 (36.8)	133
3,4	25 (8.3)	11 (9.4)	36
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 590

HYPOTHESIS 7, VARIABLE 38, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	243 (80.2)	95 (81.2)	338
1,2	39 (12.9)	9 (7.7)	48
3,4	21 (6.9)	13 (11.1)	34
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 591

HYPOTHESIS 7, VARIABLE 39, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	34 (11.2)	19 (16.2)	53
1	89 (29.4)	25 (21.4)	114
2	77 (25.4)	29 (24.8)	106
3	57 (18.8)	30 (25.6)	87
4	46 (15.2)	14 (12.0)	60
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 592

HYPOTHESIS 7, VARIABLE 40, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	74 (24.4)	25 (21.4)	99
1	114 (37.6)	48 (41.0)	162
2	67 (22.1)	25 (21.4)	92
3	30 (9.9)	12 (10.3)	42
4	18 (5.9)	7 (6.0)	25
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 593

HYPOTHESIS 7, VARIABLE 41, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	41 (13.5)	14 (12.0)	55
1	169 (55.8)	58 (49.6)	227
2	63 (20.8)	35 (29.9)	98
3,4	30 (9.9)	10 (8.5)	40
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 594

HYPOTHESIS 7, VARIABLE 42, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	111 (36.6)	33 (28.2)	144
1	83 (27.4)	26 (22.2)	109
2	47 (15.5)	24 (20.5)	71
3	29 (9.6)	17 (14.5)	46
4	33 (10.9)	17 (14.5)	50
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 595

HYPOTHESIS 7, VARIABLE 43, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	192 (63.4)	83 (70.9)	275
1	69 (22.8)	23 (19.7)	92
2	24 (7.9)	7 (6.0)	31
3,4	18 (5.9)	4 (3.4)	22
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 596

HYPOTHESIS 7, VARIABLE 44, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	109 (36.0)	53 (45.3)	162
1	152 (50.2)	47 (40.2)	199
2	30 (9.9)	13 (11.1)	43
3,4	12 (4.0)	4 (3.4)	16
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 597

HYPOTHESIS 7, VARIABLE 45, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	60 (19.8)	24 (20.5)	84
1	152 (50.2)	52 (44.4)	204
2	67 (22.1)	34 (29.1)	101
3,4	24 (7.9)	7 (6.0)	31
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 598

HYPOTHESIS 7, VARIABLE 46, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	145 (47.9)	71 (60.7)	216
1	117 (38.6)	33 (28.2)	150
2	23 (7.6)	7 (6.0)	30
3,4	18 (5.9)	6 (5.1)	24
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 599

HYPOTHESIS 7, VARIABLE 49, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	214 (70.6)	81 (69.2)	295
1,2	63 (20.8)	28 (23.9)	91
3,4	26 (8.6)	8 (6.8)	34
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 600

HYPOTHESIS 7, VARIABLE 50, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	169 (55.8)	66 (56.4)	235
1,2	100 (33.0)	36 (30.8)	136
3,4	34 (11.2)	15 (12.8)	49
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 601

HYPOTHESIS 7, VARIABLE 51, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	124 (40.9)	42 (35.9)	166
1	95 (31.4)	42 (35.9)	137
2	54 (17.8)	24 (20.5)	78
3,4	30 (9.9)	9 (7.7)	39
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 602

HYPOTHESIS 7, VARIABLE 52, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	210 (69.3)	82 (70.1)	292
1	42 (13.9)	13 (11.1)	55
2	16 (5.3)	6 (5.1)	22
3	13 (4.3)	7 (6.0)	20
4	22 (7.3)	9 (7.7)	31
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 603

HYPOTHESIS 7, VARIABLE 53, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	101 (33.3)	41 (35.0)	142
1	155 (51.2)	56 (47.9)	211
2	28 (9.2)	13 (11.1)	41
3,4	19 (6.3)	7 (6.0)	26
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 604

HYPOTHESIS 7, VARIABLE 54, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	35 (11.1)	20 (17.1)	55
1	82 (27.1)	27 (23.1)	109
2	72 (23.8)	26 (22.2)	98
3	69 (22.8)	30 (25.6)	99
4	45 (14.9)	14 (12.0)	59
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 605

HYPOTHESIS 7, VARIABLE 55, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	47 (15.5)	19 (16.2)	66
1	52 (17.2)	19 (16.2)	71
2	77 (25.4)	30 (25.6)	107
3,4	127 (41.9)	49 (41.9)	176
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 606

HYPOTHESIS 7, VARIABLE 56, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	56 (18.5)	27 (23.1)	83
1	168 (55.4)	50 (42.7)	218
2	51 (16.8)	25 (21.4)	76
3	15 (5.0)	10 (8.5)	25
4	13 (4.3)	5 (4.3)	18
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 607

HYPOTHESIS 7, VARIABLE 57, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	53 (17.5)	23 (19.7)	76
1	159 (52.5)	60 (51.3)	219
2	68 (22.4)	28 (23.9)	96
3,4	23 (7.6)	6 (5.1)	29
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 608

HYPOTHESIS 7, VARIABLE 58, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	20 (6.6)	9 (7.7)	29
1	59 (19.5)	23 (19.7)	82
2	72 (23.8)	29 (23.9)	100
3	78 (25.7)	29 (24.8)	107
4	74 (24.4)	28 (23.9)	102
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 609

HYPOTHESIS 7, VARIABLE 59, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	32 (10.6)	19 (16.2)	51
1	37 (12.2)	10 (8.5)	47
2	125 (41.3)	44 (37.6)	169
3,4	109 (36.0)	44 (37.6)	153
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 610

HYPOTHESIS 7, VARIABLE 60, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	17 (5.6)	9 (7.7)	26
1	57 (18.8)	24 (20.5)	81
2	92 (30.4)	38 (32.5)	130
3	98 (32.3)	35 (29.9)	133
4	39 (12.9)	11 (9.4)	50
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 611

HYPOTHESIS 7, VARIABLE 62, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	65 (21.5)	20 (17.1)	85
1	136 (44.9)	54 (46.2)	190
2	60 (19.8)	31 (26.5)	91
3,4	42 (13.9)	12 (10.3)	54
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 612

HYPOTHESIS 7, VARIABLE 63, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	71 (23.4)	32 (27.4)	103
1	93 (30.7)	37 (31.6)	130
2	43 (14.2)	20 (17.1)	63
3	63 (20.8)	19 (16.2)	82
4	33 (10.9)	9 (7.7)	42
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3= at least once a week; 4 = almost daily.

TABLE 613

HYPOTHESIS 7, VARIABLE 64, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	149 (49.2)	59 (50.4)	208
1	99 (32.7)	39 (33.3)	138
2	21 (6.9)	10 (8.5)	31
3,4	34 (11.2)	9 (7.7)	43
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 614

HYPOTHESIS 7, VARIABLE 65, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	149 (49.2)	55 (47.0)	204
1	89 (29.4)	35 (29.9)	124
2	28 (9.2)	16 (13.7)	44
3	15 (5.0)	5 (4.3)	20
4	22 (7.3)	6 (5.1)	28
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 615

HYPOTHESIS 7, VARIABLE 66, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	58 (19.1)	20 (17.1)	78
1	111 (36.6)	44 (37.6)	155
2	79 (26.1)	32 (27.4)	111
3	32 (10.6)	16 (13.7)	48
4	23 (7.6)	5 (4.3)	28
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 616

HYPOTHESIS 7, VARIABLE 67, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	55 (18.2)	14 (12.0)	69
1	180 (59.4)	68 (58.1)	248
2	52 (17.2)	32 @7.4)	84
3,4	16 (5.3)	3 (2.6)	19
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 617

HYPOTHESIS 7, VARIABLE 68, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	117 (38.6)	42 (35.9)	159
1	97 (32.0)	31 (26.5)	128
2	59 (19.5)	36 (30.8)	95
3,4	30 (9.9)	8 (6.8)	38
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 618

HYPOTHESIS 7, VARIABLE 69, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	95 (31.4)	28 (23.9)	123
1	108 (35.6)	48 (41.0)	156
2	70 (23.1)	26 (22.2)	96
3,4	30 (9.9)	15 (12.8)	45
Total	313	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 619

HYPOTHESIS 7, VARIABLE 70, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	58 (19.1)	17 (14.5)	75
1	76 (25.1)	32 (27.4)	108
2	77 (25.4)	35 (29.9)	112
3	59 (19.5)	20 (17.1)	79
4	33 (10.9)	13 (11.1)	46
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 620

HYPOTHESIS 7, VARIABLE 71, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	113 (37.3)	45 (38.5)	158
1	154 (50.8)	57 (68.7)	211
2	18 (5.9)	8 (6.8)	26
3,4	18 (5.9)	7 (6.0)	25
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 621

HYPOTHESIS 7, VARIABLE 73, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	146 (48.2)	48 (41.0)	194
1	70 (23.1)	37 (31.6)	107
2	49 (16.2)	19 (16.2)	68
3,4	38 (12.5)	13 (11.1)	51
Total	313	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 622

HYPOTHESIS 7, VARIABLE 75, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	252 (83.2)	96 (82.1)	348
1	19 (6.3)	11 (9.4)	30
2	18 (5.9)	6 (5.1)	24
3,4	14 (4.6)	4 (3.4)	18
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 623

HYPOTHESIS 7, VARIABLE 76, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	171 (56.4)	58 (49.6)	229
1	54 (17.8)	23 (19.7)	77
2	31 (10.2)	13 (11.1)	44
3	23 (7.6)	11 (9.4)	34
4	24 (7.9)	12 (10.3)	36
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 624

HYPOTHESIS 7, VARIABLE 77, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	154 (50.8)	53 (45.3)	207
1	84 (27.7)	40 (34.2)	124
2	41 (13.5)	17 (14.5)	58
3,4	24 (7.9)	7 (6.0)	31
Total	313	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 625

HYPOTHESIS 7, VARIABLE 78, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	242 (79.9)	94 (80.3)	336
1,2	38 (12.5)	16 (13.7)	54
3,4	23 (7.6)	7 (6.0)	30
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 626

HYPOTHESIS 7, VARIABLE 79, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	254 (83.8)	89 (76.1)	343
1,2	25 (8.3)	18 (15.4)	43
3,4	24 (7.9)	10 (8.5)	34
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 627

HYPOTHESIS 7, VARIABLE 80, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	140 (46.2)	51 (43.6)	191
1	76 (25.1)	23 (19.7)	99
2	26 (8.6)	18 (15.4)	44
3	14 (4.6)	6 (5.1)	20
4	47 (15.5)	19 (16.2)	66
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 628

HYPOTHESIS 7, VARIABLE 81, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	97 (32.0)	32 (27.4)	129
1	132 (43.6)	53 (45.3)	185
2	47 (15.5)	24 (20.5)	71
3,4	27 (8.9)	8 (6.8)	35
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 629

HYPOTHESIS 7, VARIABLE 82, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	106 (35.0)	37 (31.6)	143
1	77 (25.4)	20 (17.1)	97
2	39 (12.9)	22 (18.8)	61
3	32 (10.6)	16 (13.7)	48
4	49 (16.2)	22 (18.8)	71
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 630

HYPOTHESIS 7, VARIABLE 83, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Work	Non-work	Total
0	87 (28.7)	29 (24.8)	116
1	117 (38.6)	41 (35.0)	158
2	60 (19.8)	29 (24.8)	89
3	25 (8.3)	10 (8.5)	35
4	14 (4.6)	8 (6.8)	22
Total	303	117	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 631

HYPOTHESIS 8, VARIABLE 1, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	18 (7.3)	11 (6.4)	29
1	103 (41.5)	67 (39.2)	170
2	85 (34.3)	63 (36.8)	148
3,4	42 (16.9)	30 (17.5)	72
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 632

HYPOTHESIS 8, VARIABLE 2, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	104 (41.9)	83 (48.5)	187
1,2	132 (53.2)	79 (46.2)	211
3,4	12 (4.8)	9 (5.3)	21
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 633

HYPOTHESIS 8, VARIABLE 3, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	22 (8.9)	17 (9.9)	39
1	73 (29.4)	49 (28.7)	122
2	110 (44.4)	72 (42.1)	182
3,4	43 (17.3)	33 (19.3)	76
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 634

HYPOTHESIS 8, VARIABLE 4, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0,1	37 (14.9)	32 (18.7)	69
2	140 (56.5)	95 (55.6)	235
3,4	71 (28.6)	44 (25.7)	115
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 635

HYPOTHESIS 8, VARIABLE 5, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	10 (4.0)	4 (2.3)	14
1	221 (89.1)	150 (87.7)	371
2	10 (4.0)	11 (6.4)	21
3,4	7 (2.8)	6 (3.5)	13
Total	249	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 636

HYPOTHESIS 8, VARIABLE 6, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0,1	207 (83.5)	143 (83.6)	350
2	18 (7.3)	12 (7.0)	30
3	7 (2.8)	6 (3.5)	13
4	16 (6.5)	10 (5.8)	26
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 637

HYPOTHESIS 8, VARIABLE 7, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	56 (22.6)	55 (32.2)	111
1	155 (62.5)	97 (56.7)	252
2	16 (6.5)	10 (5.8)	26
3	12 (4.8)	4 (2.3)	16
4	9 (3.6)	5 (2.9)	14
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 638

HYPOTHESIS 8, VARIABLE 8, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	176 (71.0)	121 (70.8)	297
1	51 (20.6)	35 (20.5)	86
2	7 (2.8)	7 (4.1)	14
3,4	14 (5.6)	8 (4.7)	22
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 639

HYPOTHESIS 8, VARIABLE 9, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	37 (14.9)	26 (15.2)	63
1	76 (30.6)	56 (32.7)	132
2	49 (19.8)	38 (22.2)	87
3	70 (28.2)	40 (23.4)	110
4	16 (6.5)	11 (6.4)	27
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 640

HYPOTHESIS 8, VARIABLE 10, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	180 (72.6)	117 (68.4)	297
1,2	55 (22.2)	45 (26.3)	100
3,4	13 (5.2)	9 (5.3)	22
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 641

HYPOTHESIS 8, VARIABLE 11, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	30 (12.1)	17 (9.9)	47
1	44 (17.7)	33 (19.3)	77
2	62 (25.0)	45 (26.3)	107
3	69 (27.8)	50 (29.2)	119
4	43 (17.3)	26 (15.2)	69
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 642

HYPOTHESIS 8, VARIABLE 12, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	18 (7.3)	11 (6.4)	29
1	66 (26.6)	48 (28.1)	114
2	117 (47.2)	75 (43.9)	192
3,4	47 (19.0)	37 (21.6)	84
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 643

HYPOTHESIS 8, VARIABLE 13, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	164 (66.1)	114 (66.7)	278
1,2	63 (25.4)	44 (25.7)	107
3,4	21 (8.5)	13 (7.6)	34
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 644

HYPOTHESIS 8, VARIABLE 14 , CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	127 (51.2)	86 (50.3)	213
1,2	108 (43.5)	75 (43.9)	183
3,4	13 (5.2)	10 (5.8)	23
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 645

HYPOTHESIS 8, VARIABLE 15, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	69 (27.8)	51 (29.8)	120
1	101 (40.7)	63 (36.8)	164
2	53 (21.4)	39 (22.8)	92
3	14 (5.6)	13 (7.6)	27
4	11 (4.4)	5 (2.9)	16
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 646

HYPOTHESIS 8, VARIABLE 16, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	193 (77.8)	123 (71.9)	316
1,2	41 (16.5)	41 (24.0)	82
3,4	14 (5.6)	7 (4.1)	21
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 647

HYPOTHESIS 8, VARIABLE 17, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	73 (29.4)	54 (31.6)	127
1	96 (38.7)	64 (37.4)	160
2	40 (16.1)	27 (15.8)	67
3	28 (11.3)	21 (12.3)	49
4	11 (4.4)	5 (2.9)	16
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 648

HYPOTHESIS 8, VARIABLE 18, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	13 (5.2)	5 (2.9)	18
1	37 (14.9)	31 (18.1)	68
2	90 (36.3)	66 (38.6)	156
3	73 (29.4)	51 (29.8)	124
4	35 (14.1)	18 (10.5)	53
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 649

HYPOTHESIS 8, VARIABLE 20, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	159 (64.1)	99 (57.9)	258
1	69 (27.8)	57 (33.3)	126
2	11 (4.4)	8 (4.7)	19
3,4	9 (3.6)	7 (4.1)	16
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 650

HYPOTHESIS 8, VARIABLE 21, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	56 (22.6)	44 (25.7)	100
1	48 (19.4)	28 (16.4)	76
2	39 (15.7)	30 (17.5)	69
3	53 (21.4)	33 (19.3)	86
4	52 (21.0)	36 (21.1)	88
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 651

HYPOTHESIS 8, VARIABLE 22, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	10 (4.0)	7 (4.1)	17
1	41 (16.5)	30 (17.5)	71
2	132 (53.2)	87 (50.9)	219
3	49 (19.8)	39 (22.8)	88
4	16 (6.5)	8 (4.7)	24
Total	248	171	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 652

HYPOTHESIS 8, VARIABLE 23, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	156 (62.9)	106 (62.0)	262
1	51 (20.6)	29 (17.0)	80
2	23 (9.3)	14 (8.2)	37
3	11 (4.4)	15 (8.8)	26
4	7 (2.8)	7 (4.1)	14
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 653

HYPOTHESIS 8, VARIABLE 24, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	64 (25.8)	32 (18.7)	96
1	101 (40.7)	72 (42.1)	173
2	57 (23.0)	47 (27.5)	104
3,4	26 (10.5)	20 (11.7)	46
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 654

HYPOTHESIS 8, VARIABLE 25, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	78 (31.5)	45 (26.3)	123
1	75 (30.2)	66 (38.6)	141
2	49 (19.8)	32 (18.7)	81
3	27 (10.9)	18 (10.5)	45
4	19 (7.7)	10 (5.8)	29
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 655

HYPOTHESIS 8, VARIABLE 26, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	81 (32.7)	55 (32.2)	136
1	108 (43.5)	8 (47.4)	189
2	39 (15.7)	24 (14.0)	63
3,4	20 (8.1)	11 (6.4)	31
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 656

HYPOTHESIS 8, VARIABLE 27, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	116 (46.8)	78 (45.6)	194
1	95 (38.3)	57 (33.3)	152
2	17 (6.9)	12 (7.0)	29
3	8 (3.2)	13 (7.6)	21
4	12 (4.8)	11 (6.4)	23
Total	248	171	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 657

HYPOTHESIS 8, VARIABLE 28, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	179 (72.2)	115 (67.3)	294
1,2	62 (25.0)	48 (28.1)	110
3,4	7 (2.8)	8 (4.7)	15
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 658

HYPOTHESIS 8, VARIABLE 29, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	29 (11.7)	26 (15.2)	55
1	50 (20.2)	29 (17.0)	79
2	63 (25.4)	44 (25.7)	107
3	45 (18.1)	38 (22.2)	83
4	61 (24.6)	34 (19.9)	95
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 659

HYPOTHESIS 8, VARIABLE 30, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	19 (7.7)	6 (3.5)	25
1	101 (40.7)	65 (38.0)	166
2	108 (43.5)	78 (45.6)	186
3,4	20 (8.1)	22 (12.9)	42
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 660

HYPOTHESIS 8, VARIABLE 31, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	8 (3.2)	9 (5.3)	17
1	68 (27.4)	42 (24.6)	110
2	106 (42.7)	88 (51.15)	194
3	51 (20.6)	29 (17.0)	80
4	15 (6.0)	3 (1.8)	18
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 661

HYPOTHESIS 8, VARIABLE 32, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	72 (29.0)	53 (31.0)	125
1	139 (56.0)	95 (55.6)	234
2	29 (11.7)	16 (9.4)	45
3,4	8 (3.2)	7 (4.1)	15
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 662

HYPOTHESIS 8, VARIABLE 33, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	126 (50.8)	98 (57.3)	224
1	56 (22.6)	34 (19.9)	90
2	17 (6.9)	7 (4.1)	24
3	7 (2.8)	6 (3.5)	13
4	42 (16.9)	26 (15.2)	68
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 663

HYPOTHESIS 8, VARIABLE 34, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	21 (8.5)	8 (4.7)	29
1	59 (23.8)	54 (31.6)	113
2	121 (48.8)	69 (40.4)	190
3	39 (15.7)	34 (19.9)	73
4	8 (3.2)	6 (3.5)	14
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 664

HYPOTHESIS 8, VARIABLE 35, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	85 (34.3)	62 (36.3)	147
1	121 (48.8)	82 (48.0)	203
2	26 (10.5)	16 (9.4)	42
3,4	16 (6.5)	11 (6.4)	27
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 665

HYPOTHESIS 8, VARIABLE 36, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	22 (8.9)	12 (7.0)	34
1	135 (54.4)	82 (48.0)	217
2	69 (27.8)	63 (36.8)	132
3,4	22 (8.9)	14 (8.2)	36
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 666

HYPOTHESIS 8, VARIABLE 37, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	22 (8.9)	19 (11.1)	41
1	111 (44.8)	78 (45.6)	189
2	74 (29.8)	57 (33.3)	131
3	33 (13.3)	10 (5.8)	43
4	8 (3.2)	7 (4.1)	15
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 667

HYPOTHESIS 8, VARIABLE 38, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	204 (82.3)	133 (77.8)	337
1	31 (12.5)	17 (9.9)	48
2	6 (2.4)	8 (4.7)	14
3,4	7 (2.8)	13 (7.6)	20
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 668

HYPOTHESIS 8, VARIABLE 39, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	30 (12.1)	23 (13.5)	53
1	75 (30.2)	39 (22.8)	114
2	57 (23.0)	49 (28.7)	106
3	51 (20.6)	36 (21.1)	87
4	35 (14.1)	24 (14.0)	59
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 669

HYPOTHESIS 8, VARIABLE 40, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	55 (22.2)	44 (25.7)	99
1	95 (38.3)	67 (39.2)	162
2	59 (23.8)	32 (18.7)	91
3	23 (9.3)	19 (11.1)	42
4	16 (6.5)	9 (5.3)	25
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 670

HYPOTHESIS 8, VARIABLE 41, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	36 (14.5)	19 (11.1)	55
1	133 (53.6)	94 (55.0)	227
2	56 (22.6)	42 (24.6)	98
3	12 (4.8)	13 (7.6)	25
4	11 (4.4)	3 (1.8)	14
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 671

HYPOTHESIS 8, VARIABLE 42, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	91 (36.7)	52 (30.4)	143
1	67 (27.0)	42 (24.6)	100
2	43 (17.3)	28 (16.4)	71
3	21 (8.5)	25 (14.6)	46
4	26 (10.5)	24 (14.0)	50
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 672

HYPOTHESIS 8, VARIABLE 43, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	164 (66.1)	110 (64.3)	274
1	47 (19.0)	45 (26.3)	92
2	23 (9.3)	8 (4.7)	31
3,4	14 (5.6)	8 (4.7)	22
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 673

HYPOTHESIS 8, VARIABLE 44, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	88 (35.5)	73 (42.7)	161
1	120 (48.4)	79 (46.2)	199
2	30 (12.1)	13 (7.6)	43
3,4	10 (4.0)	6 (3.5)	16
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 674

HYPOTHESIS 8, VARIABLE 45, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	42 (16.9)	41 (24.0)	83
1	129 (52.0)	75 (43.9)	204
2	55 (22.2)	46 (26.9)	101
3,4	22 (8.9)	9 (5.3)	31
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 675

HYPOTHESIS 8, VARIABLE 46, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	126 (50.8)	90 (52.6)	216
1	92 (37.1)	58 (33.9)	150
2	19 (7.7)	11 (6.4)	30
3,4	11 (4.4)	12 (7.0)	23
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 676

HYPOTHESIS 8, VARIABLE 47, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	53 (21.4)	47 (27.5)	100
1	28 (11.3)	14 (8.2)	42
2	13 (5.2)	11 (6.4)	24
3	60 (24.2)	41 (24.0)	101
4	94 (37.9)	58 (33.9)	152
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 677

HYPOTHESIS 8, VARIABLE 48, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	43 (17.3)	32 (18.7)	75
1	44 (17.7)	38 (22.2)	82
2	49 (19.8)	31 (18.1)	80
3	41 (16.5)	30 (17.5)	71
4	71 (28.6)	40 (23.4)	111
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 678

HYPOTHESIS 8, VARIABLE 49, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	174 (70.2)	120 (70.2)	294
1	54 (21.8)	37 (21.6)	91
2	6 (2.4)	8 (4.7)	14
3,4	14 (5.6)	6 (3.5)	20
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 679

HYPOTHESIS 8, VARIABLE 50, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	142 (57.3)	93 (54.4)	235
1	81 (32.7)	55 (32.2)	136
2	16 (6.5)	16 (9.4)	32
3,4	9 (3.6)	7 (4.1)	16
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 680

HYPOTHESIS 8, VARIABLE 51, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	98 (39.5)	67 (39.2)	165
1	87 (35.1)	50 (29.2)	137
2	45 (18.1)	33 (19.3)	78
3,4	18 (7.3)	21 (12.3)	39
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 681

HYPOTHESIS 8, VARIABLE 52, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	173 (69.8)	118 (69.0)	291
1	31 (12.5)	24 (14.0)	55
2	15 (6.0)	7 (4.1)	22
3	11 (4.4)	9 (5.3)	20
4	18 (7.3)	13 (7.6)	31
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 682

HYPOTHESIS 8, VARIABLE 53, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	82 (33.1)	60 (35.1)	142
1	125 (50.4)	86 (50.3)	211
2	28 (11.3)	13 (7.6)	41
3,4	13 (5.2)	12 (7.0)	25
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 683

HYPOTHESIS 8, VARIABLE 54, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	29 (11.7)	26 (15.2)	55
1	66 (26.6)	43 (25.1)	109
2	53 (21.4)	45 (26.3)	98
3	55 (25.8)	52 (20.5)	99
4	116 (14.5)	60 (12.9)	58
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 684

HYPOTHESIS 8, VARIABLE 55, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	8 (3.2)	5 (2.9)	13
1	31 (12.5)	21 (12.3)	52
2	38 (15.3)	33 (19.3)	71
3	55 (22.2)	52 (30.4)	107
4	116 (46.8)	60 (35.1)	176
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 685

HYPOTHESIS 8, VARIABLE 56, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	51 (20.6)	32 (18.7)	83
1	130 (52.4)	87 (50.9)	217
2	47 (19.0)	29 (17.0)	76
3	11 (4.4)	14 (8.2)	25
4	9 (3.6)	9 (5.3)	18
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 686

HYPOTHESIS 8, VARIABLE 57, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	43 (17.3)	33 (19.3)	76
1	129 (52.0)	90 (52.6)	219
2	61 (24.6)	35 (20.5)	96
3	9 (3.6)	6 (3.5)	16
4	6 (2.4)	7 (4.1)	13
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 687

HYPOTHESIS 8, VARIABLE 58, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	13 (5.2)	16 (9.4)	29
1	45 (18.1)	37 (21.6)	82
2	64 (25.8)	36 (21.1)	100
3	66 (26.6)	41 (24.0)	107
4	60 (24.2)	41 (24.0)	101
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 688

HYPOTHESIS 8, VARIABLE 59, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	29 (11.7)	22 (12.9)	51
1	32 (12.9)	15 (8.8)	47
2	98 (39.5)	70 (40.9)	168
3,4	89 (35.9)	64 (37.4)	153
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 689

HYPOTHESIS 8, VARIABLE 60, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	12 (4.8)	14 (8.2)	26
1	51 (20.6)	30 (17.5)	81
2	69 (27.8)	61 (35.7)	130
3	85 (34.3)	48 (28.1)	133
4	31 (12.5)	18 (10.5)	49
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 690

HYPOTHESIS 8, VARIABLE 61, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	21 (8.5)	8 (4.7)	29
1	48 (19.4)	30 (17.5)	78
2	57 (23.0)	50 (29.2)	107
3	79 (31.0)	54 (31.6)	133
4	43 (17.3)	29 (17.0)	72
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 691

HYPOTHESIS 8, VARIABLE 62, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	48 (19.4)	36 (21.1)	84
1	117 (47.2)	73 (42.7)	190
2	51 (20.6)	40 (23.4)	91
3	24 (9.7)	16 (9.4)	40
4	8 (3.2)	6 (3.5)	14
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 692

HYPOTHESIS 8, VARIABLE 63, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	58 (23.4)	45 (24.6)	103
1	75 (30.2)	54 (31.6)	129
2	39 (15.7)	24 (14.0)	63
3	50 (20.2)	32 (18.7)	82
4	26 (10.5)	16 (9.4)	42
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 693

HYPOTHESIS 8, VARIABLE 64, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	129 (52.0)	79 (46.2)	208
1	82 (33.1)	56 (32.7)	138
2	14 (5.6)	17 (9.9)	31
3,4	23 (9.3)	19 (11.1)	42
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 694

HYPOTHESIS 8, VARIABLE 65, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	131 (52.8)	73 (42.7)	204
1	71 (28.6)	52 (30.4)	123
2	21 (8.5)	23 (13.5)	44
3	9 (3.6)	11 (6.4)	20
4	16 (6.5)	12 (7.0)	28
Total	248	171	420

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 695

HYPOTHESIS 8, VARIABLE 66, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	38 (15.3)	40 (23.4)	78
1	87 (35.1)	67 (39.2)	154
2	75 (30.2)	36 (21.1)	111
3	31 (12.5)	17 (9.9)	48
4	17 (6.9)	11 (6.4)	28
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 696

HYPOTHESIS 8, VARIABLE 67, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	40 (16.1)	29 (17.0)	69
1	142 (57.3)	105 (61.4)	247
2	50 (20.2)	34 (19.9)	84
3,4	16 (6.5)	3 (1.8)	19
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 697

HYPOTHESIS 8, VARIABLE 68, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	95 (38.3)	63 (36.8)	158
1	78 (31.5)	50 (29.2)	128
2	51 (20.6)	44 (25.7)	95
3,4	24 (9.7)	14 (8.2)	38
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 698

HYPOTHESIS 8, VARIABLE 69, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	63 (25.4)	60 (35.1)	123
1	101 (40.7)	55 (32.2)	156
2	57 (23.0)	39 (22.8)	96
3,4	27 (10.9)	17 (9.9)	44
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 699

HYPOTHESIS 8, VARIABLE 70, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	41 (16.5)	33 (19.3)	74
1	72 (29.0)	36 (21.1)	108
2	64 (25.8)	48 (28.1)	112
3	45 (18.1)	34 (19.9)	79
4	26 (10.5)	20 (11.7)	46
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 700

HYPOTHESIS 8, VARIABLE 71, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	89 (35.9)	69 (40.4)	158
1	129 (52.0)	81 (47.4)	210
2	15 (6.0)	11 (6.4)	26
3,4	15 (6.0)	10 (5.8)	25
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 701

HYPOTHESIS 8, VARIABLE 72, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	82 (33.1)	52 (30.4)	134
1	55 (22.2)	43 (25.1)	98
2	38 (15.3)	23 (13.5)	61
3	46 (18.5)	38 (22.2)	84
4	27 (10.9)	15 (8.8)	42
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 702

HYPOTHESIS 8, VARIABLE ,73 CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	121 (48.8)	73 (42.7)	194
1	62 (25.0)	45 (26.3)	107
2	40 (16.1)	28 (16.4)	68
3	20 (8.1)	17 (9.9)	37
4	5 (2.0)	8 (4.7)	13
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 703

HYPOTHESIS 8, VARIABLE 74, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	117 (47.2)	92 (53.8)	209
1	90 (36.3)	54 (31.6)	144
2	30 (12.1)	18 (10.5)	48
3,4	11 (4.4)	7 (4.1)	18
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 704

HYPOTHESIS 8, VARIABLE 75, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	208 (83.9)	139 (81.3)	347
1	15 (6.0)	15 (8.8)	30
2	15 (6.0)	9 (5.3)	24
3,4	10 (4.0)	8 (4.7)	18
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 705

HYPOTHESIS 8, VARIABLE 76, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	127 (51.2)	101 (59.1)	228
1	50 (20.2)	27 (15.8)	77
2	29 (11.7)	15 (8.8)	44
3	21 (8.5)	13 (7.6)	34
4	21 (8.5)	15 (8.8)	36
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 706

HYPOTHESIS 8, VARIABLE 78, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	206 (83.1)	129 (75.4)	335
1	30 (12.1)	24 (14.0)	54
2	5 (2.0)	11 (6.4)	16
3,4	7 (2.8)	7 (4.1)	14
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 707

HYPOTHESIS 8, VARIABLE 79, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	208 (83.9)	134 (78.4)	342
1,2	23 (9.3)	20 (11.7)	43
3,4	17 (6.9)	17 (9.9)	34
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 708

HYPOTHESIS 8, VARIABLE 80, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	121 (48.8)	69 (40.4)	190
1	61 (24.6)	38 (22.2)	99
2	21 (8.5)	23 (13.5)	44
3	12 (4.8)	8 (4.7)	20
4	33 (13.3)	33 (19.3)	66
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 709

HYPOTHESIS 8, VARIABLE 82, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	85 (34.3)	58 (33.9)	143
1	62 (25.0)	34 (19.9)	96
2	32 (12.9)	29 (17.0)	61
3	29 (11.7)	19 (11.1)	48
4	40 (16.1)	31 (18.1)	71
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

TABLE 710

HYPOTHESIS 8, VARIABLE 83, CONTINGENCY TABLE
(Percentage Given in Parentheses)

Response	Religious	Non-religious	Total
0	66 (26.6)	49 (28.7)	115
1	87 (35.1)	71 (41.5)	158
2	57 (23.0)	32 (18.7)	89
3	24 (9.7)	11 (6.4)	35
4	14 (5.6)	8 (4.7)	22
Total	248	171	419

Note. 0 = never; 1 = less than once a month; 2 = at least once a month; 3 = at least once a week; 4 = almost daily.

APPENDIX B

CORRESPONDENCE

GRAND VALLEY STATE UNIVERSITY

1 CAMPUS DRIVE • ALLENDALE MICHIGAN 49401-9403 • 616/895-6611

November 14, 1995

Dr. Paul Huizenga
c/o Grand Valley State University
Human Subject Review Board
201 Lake Michigan Hall

Dear Dr. Huizenga,

Please find enclosed all relevant information for an expedited review of my research study. When the review has been completed, please call me at ext. 3266 and I will come and collect the information.

Thank you for your help and attention to this matter.

Sincerely,

Lennox Forrest

HUMAN RESEARCH REVIEW COMMITTEE

Principal Investigator: Lennox Forrest

Department of School: Career Planning & Counseling Center

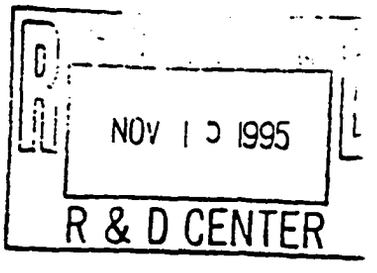
Address and Telephone: 204 Student Services Building, Allendale, MI 49401

(616) 895-3266

Title of the Project: A comparison to the stress levels and sources of stress between freshma and juniors at GVSU.

Summary of the Project:

See Attached Pages.



In what capacity does this project involve human subjects? (E.g., surveys, interviews, clinical trail, use of medical records, etc.)

A two-part questionnaire will be completed by each student

A demographic section: and an undergraduate stress questionnaire (USQ)

Check one:

_____This is a report on research on human subjects which is exempted by 46.101 of the Federal Register 4616:8836, January 26, 1981. (Refer to instructions on the reverse of this form.)

__X__This is a request for expedited review as described in 46.110 of the Federal Register 46(16):8336, January 26, 1981. (Refer to instructions on the reverse of this form.)

_____This is a request for full review. (Refer to instructions on the reverse of this form.)

Lennox Forrest
Principal Investigator

11/14/95
Date

Alice Jackson
Department Chair or Advisor

11/14/95
Date

GRAND VALLEY STATE UNIVERSITY
1 CAMPUS DRIVE • ALLENDALE MICHIGAN 49401-9403 • 616/895-6611

November 20, 1995

Lennox Forrest
Career Planning & Counseling Center
204 Student Services Building

Dear Lennox:

Your proposed project entitled "*A Comparison to the Stress Levels and Sources of Stress Between Freshman and Juniors at GVSU*" has been reviewed. It has been approved as a study which is exempt from the regulations by section 46.101 of the Federal Register 46(16):8336, January 26, 1981.

Sincerely,

Paul Huizenga

Paul Huizenga, Chair
Human Research Review Committee

ANDREWS
University

May 2, 1996

Lennox Forrest
Apt #93 Ravine
c/o Grand Valley State University
Allendale MI 49401

Dear Lennox:

RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

HSRB Protocol # : *95-96 : 53* **Application Type :** *Original*
Review Category : *Exempt* **Action Taken :** *Approved*
Protocol Title : *A Comparative Study of Stressors Among Undergraduates at Grand Valley State University*

On behalf of the Human Subjects Review Board (HSRB) I want to advise you that your proposal has been reviewed and approved. You have been given clearance to proceed with your research plans.

All changes made to the study design and/or consent form after initiation of the project require prior approval from the HSRB before such changes are implemented. Feel free to contact our office if you have any questions.

The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposal and research designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurance must be reported immediately in writing to the Human Subjects Review Board. Any project-related physical injury must also be reported immediately to the University physician, Dr. Loren Hamel, by calling (616) 473-2222.

We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,

J. R. Fisher

James R. Fisher, Director
Office of Scholarly Research

c: Elsie Jackson

Office of Scholarly Research, Haughey Hall, Rm. 130, (616) 471-6068
Andrews University, Berrien Springs, MI 49104-0355

GRAND VALLEY STATE UNIVERSITY

1 CAMPUS DRIVE • ALLENDALE MICHIGAN 49401-9403 • 616/895-6611

November 20, 1995

Lennox Forrest
Career Planning & Counseling Center
204 Student Services Building

Dear Lennox:

Your proposed project entitled "*A Comparison to the Stress Levels and Sources of Stress Between Freshman and Juniors at GVSU*" has been reviewed. It has been approved as a study which is exempt from the regulations by section 46.101 of the Federal Register 46(16):8336, January 26, 1981.

Sincerely,

Paul Huizenga

Paul Huizenga, Chair
Human Research Review Committee

University of Kansas

*Department of Psychology *** 426 Fraser Hall*
Lawrence, Kansas 66045

Phone: (913) 864-4131 *Fax: (913) 864-5696*

March 1, 1997

Dear Mr. Forest:

This is the letter you requested. You have had my permission to use the USQ for your research, and continue to have it. Of course, consent is implied by the full and complete inclusion of the scale in the published article. Anyone who claims that a publicly published scale in a journal article needs further consent from the author to use in a non-profit educational or research setting (such as a dissertation) is incorrect.

Second, I gave you the advice that you might reasonably adapt the USQ to your own purposes, adding and deleting items as you or your informants deem necessary. Of course, this is made explicit in the published article (*Crandall, C.S., Preisler, J., & Aussprung, J. (1992). Measuring life stress in the lives of undergraduates: the Undergraduate Stress Questionnaire [USQ], Journal of Behavioral Medicine, 15, 627-662.*), and as an interested observer, I am curious about your results. Of course, I do not own the USQ, there is no copyright on the scale (*JBM* owns the copyright on the article only), and this is science not commerce, and so you may do whatever you and your committee thinks is sensible, without regards to my wishes.

I wish you luck. Please do keep me informed.

Sincerely,

Christian S. Crandall, Ph.D.

APPENDIX C

QUESTIONNAIRES

Demographic Section

This questionnaire is being used strictly for research purposes. All information is confidential. Your name is not required. Please answer all questions to the best of your ability. Thanking you in advance for your cooperation and participation.

1. Gender: Male(1) _____ Female(2) _____

2. Class Status: Freshman(1) ____ Sophomore(2) ____ Junior(3) ____ Senior(4) ____

3. Race: Anglo American(1)____ African American(2)____
   Asian American(3)____ Hispanic American(4)____
   Native American(5)____ Other(6)_____(please specify)

4. Do you have a declared Major? (check one) Yes_____ or No_____

5. Where do you live: On Campus(1) _____ Off Campus(2) _____

6. Student Status: Full-Time(1) _____ Part-Time(2) _____

7. While attending university do you work: Yes(1) _____ No(2) _____ (If yes, how many hours per week?___)

8. Does religion play a big part in your life? Yes(1)_____ No(2)_____

Please turn to the next page to the introduction of the Questionnaire.

Questionnaire On Undergraduate Stress

Adapted from: Christian Carndall, Jeanne Preisler, and Julie Aussprung

Each of the following 83 items describes a potentially stressful situation. For each item, you are asked to indicate a response in each column.

In the first column, labeled "Frequency," place a check mark in the box indicating how often you have experienced this situation in the past 6 month.

In the second column, labeled "severity," circle the number to indicate the severity of the stress which that situation causes. The numbers run from 0 (no stress) to 4 (very severe stress). Assume that the 1,2,3 are equally spread between 1 and 4.

For Example:

	Frequency					***Severity***				
	Never	Less then once a month	At least once a month	At least once a week	Almost daily	None	Mild	Moderate	Severe	Very Severe
a. Had an argument with a teacher		X				0	1	(2)	3	4
						0	1	2	3	4

If you have had an argument with a teacher on some occasion (s). but less than once a month, you would place the check mark as shown.

If having an argument with a teacher causes moderate stress, you would circle the 2.

Please turn the page and respond to each of the items on the two pages.

Thank you

Revised Undergraduate Stress Questionnaire

Christian Crandall, Jeanne Preisler, and Julie Aussprung

	FREQUENCY					SEVERITY				
	Never	Less than once a month	At least once a month	At least once a week	Almost daily	None	Mild	Moderate	Severe	Very Severe
1. Someone you expected to call didn't						0	1	2	3	4
2. Death (family member, friend)						0	1	2	3	4
3. Stayed up late writing a paper						0	1	2	3	4
4. Had lots of tests						0	1	2	3	4
5. Registration for classes						0	1	2	3	4
6. It's finals week						0	1	2	3	4
7. Trying to get into your major or college						0	1	2	3	4
8. Applying to graduate school						0	1	2	3	4
9. Can't understand your professor						0	1	2	3	4
10. Victim of a crime						0	1	2	3	4
11.Erratic schedule						0	1	2	3	4
12. Assignments in all classes due the same day						0	1	2	3	4
13. Ran out of typewriter ribbon						0	1	2	3	4
14. Breaking up with boy-/ girlfriend						0	1	2	3	4
15. Had to ask for money						0	1	2	3	4
16. Found out boy-/ girlfriend cheated on you						0	1	2	3	4
17. Someone borrowed something without permission						0	1	2	3	4
18. Lots of deadlines to meet						0	1	2	3	4
19. Noise disturbed you while trying to study						0	1	2	3	4
20. Property stolen						0	1	2	3	4
21. Couldn't find a parking space						0	1	2	3	4
22. You have a hard upcoming week						0	1	2	3	4
23. Parents controlling with money						0	1	2	3	4
24. Went into a test unprepared						0	1	2	3	4
25. Feel isolated						0	1	2	3	4
26. Lost something (especially wallet)						0	1	2	3	4
27. Trying to decide on a major						0	1	2	3	4
28. Death of a pet						0	1	2	3	4
29. Feel organized						0	1	2	3	4
30. Did worse than expected on test						0	1	2	3	4
31. Crammed for a test						0	1	2	3	4
32. Had an interview						0	1	2	3	4
33. Maintaining a long-distance boy-/girlfriend						0	1	2	3	4
34. Had projects, research papers due						0	1	2	3	4
35. Had confrontation with an authority figure						0	1	2	3	4
36. Did badly on a test						0	1	2	3	4
37. Heard bad news						0	1	2	3	4
38. Parents getting a divorce						0	1	2	3	4
39. Can't finish everything you needed to do						0	1	2	3	4
40. Dependent on other people						0	1	2	3	4
41. Performed poorly at a task						0	1	2	3	4
42. Having roommate conflicts						0	1	2	3	4

Revised Undergraduate Stress Questionnaire

Christian Crandall, Jeanne Preisler, and Julie Aussprung

	FREQUENCY					SEVERITY				
	Never	Less than once a month	At least once a month	At least once a week	Almost daily	None	Mild	Moderate	Severe	Very Severe
43. Bothered by having no social support of family						0	1	2	3	4
44. Car/bike broke down, flat tire, etc.						0	1	2	3	4
45. Arguments, conflict of values with friends						0	1	2	3	4
46. Got a traffic ticket						0	1	2	3	4
47. Working while in school						0	1	2	3	4
48. Lack of money						0	1	2	3	4
49. Missed your period and waiting						0	1	2	3	4
50. Dealt with incompetence at Registrar's office						0	1	2	3	4
51. Fought with boyfriend-/girlfriend						0	1	2	3	4
52. Coping with addictions						0	1	2	3	4
53. Applying for a job						0	1	2	3	4
54. No sleep						0	1	2	3	4
55. Thoughts about future						0	1	2	3	4
56. Sick, injury						0	1	2	3	4
57. Had a class presentation						0	1	2	3	4
58. Thought about unfinished work						0	1	2	3	4
59. Sat through a boring class						0	1	2	3	4
60. Talked with a professor						0	1	2	3	4
61. Can't concentrate						0	1	2	3	4
62. Someone broke a promise						0	1	2	3	4
63. Got to class late						0	1	2	3	4
64. Bad haircut today						0	1	2	3	4
65. Checkbook didn't balance						0	1	2	3	4
66. Visit from a relative or friend						0	1	2	3	4
67. Holiday						0	1	2	3	4
68. Problem with your computer						0	1	2	3	4
69. Felt some peer pressure						0	1	2	3	4
70. Someone did a pet peeve of yours						0	1	2	3	4
71. Change of environment (New doctor, dentist, etc.)						0	1	2	3	4
72. No time to eat						0	1	2	3	4
73. Favorite sporting team lost						0	1	2	3	4
74. Job requirements changed						0	1	2	3	4
75. Living with boy-/girlfriend						0	1	2	3	4
76. Felt need for transportation						0	1	2	3	4
77. You have a hangover						0	1	2	3	4
78. Problem with getting home from the bar when drunk						0	1	2	3	4
79. Used a fake ID						0	1	2	3	4
80. No sex in a while						0	1	2	3	4
81. Someone cut ahead of you in line						0	1	2	3	4
82. Decision to have sex on your mind						0	1	2	3	4
83. Exposed to upsetting TV show, book or movie						0	1	2	3	4

Dear Participant:

Thank you very much for your cooperation in an educational study focusing on stress among undergraduate students. The purpose of this research is to obtain data for Lennox Forrest's doctoral dissertation.

Participants will never be identified by name. Your identity will be kept completely confidential. All data collected will be destroyed after analysis and interpretation has been conducted.

The information that you provide will serve as an essential resource in developing programs and workshops which will help students to better handle stress on our campuses. Once you have completed the questionnaires, please place them into the envelope which will be collected.

Since your participation in this study is voluntary, you may withdraw at any time. If you have any questions, ask the supervisor or wait until the debriefing period.

Your assistance is greatly appreciated.

Sincerely,

Lennox Forrest
Doctoral Intern
Career Planning & Counseling Center
GVSU

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BIBLIOGRAPHY

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Job Objective

Seeking a professional position which will utilize my skills and experience in the area(s) of **Counseling, Program Development, Training, Presentation, Consultation, and Public Speaking.**

Professional Qualifications

Develop programs and provide consultation on employee relations, substance abuse, stress management and sexual harassment

1. Interview and assessment for psychological evaluation, treatment planning, crisis intervention and outreach
2. Manage and supervise personnel
3. Set goals and departmental objectives
4. Serve as liaison between company and medical community
5. Conduct individual and group counseling
6. Administer psychological employment tests
7. Diversity training

Experience

Grand Valley State University, Psychology Intern, 1995-1996
Andrews University, Therapist, 1993-1995
Perspectives Consulting, Consultant, 1992-1993
Careview Manor, Assistant Director, 1991-1993

Education

Andrews University
Counseling Psychology
Ph.D., August, 1997

Special Achievements

Presenter - The Association of Specialists in Group Work Conference (ASGW)
Participated in televised teleconference with former President Gerald Ford
Presenter - The North Central Association for Counselor Education & Supervision
Keynote Speaker - National Youth Conference
Specialized training in Substance Abuse Counseling

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Available upon request.